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ABSTRACT

Following discussions on the need for research in outdoor education and on the American Camping Association's program of research, over 1,000 partially annotated bibliographic entries published between 1909 and 1964 are presented. The listings are divided into 4 sections: theses and dissertations; studies sponsored by local community welfare councils, community chests, and united funds; research sponsored by national organizations and governmental agencies; and studies by individuals and institutions. The entries are cross-referenced in a topical index. (DK)

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BIBLIOGRAPHY
of
STUDIES and RESEARCH
in
CAMPING and OUTDOOR EDUCATION

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(Revised, April, 1962)

American Camping Association

Bradford Woods **Martinsville, Indiana**

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WHAT'S IN THIS BIBLIOGRAPHY

This is a second revision of the American Camping Association Bibliography of Studies and Research. The first Bibliography was published in 1955 with a revision in 1958.

In this revision the format has been changed from a topical organization to a grouping of studies by sponsorship. The Table of Contents indicates the four divisions under which the studies are listed. A limited number of annotations is a start toward giving information about the content of the studies.

A special feature is the cross-referenced topical index to the studies in all divisions. A second index found at the end of Part I lists theses and dissertations by institution. Also included in the Bibliography is a summary, *Research in Camping,* followed by an explanation, *The ACA Program of Research.*

Effort has been made to verify all studies to obtain complete citations and to confirm availability by contacting each institution, city, organization, agency, or individual listed. However, there are undoubtedly errors and omissions. In order to correct these, the ACA Studies and Research Chairman will appreciate information regarding errors and omissions. These corrections, along with new studies as undertaken and completed, will be published periodically in *Research Memo,* a mimeographed newsletter on camping research. Brief annotations of studies would also be welcome.

The Studies and Research Committee extends special appreciation to the many individuals, schools, libraries, organizations, and agencies who have assisted in making this revision as complete as possible.

Betty van der Smissen
Chairman
ACA Studies and Research Committee

April, 1962

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RESEARCH IN CAMPING

The foundation of any progressive movement is research—basic and applied research. The camping movement today is being challenged to prove its value by more than "the hunches of those who believe in camping." What justification is there for using school money for outdoor education when the tax burden of the public is already heavy? Can the claims of greater learnings, longer retention, and gains in social relations be backed up with research? Why should a community welfare agency support a camp program? Can it be shown by research that the camp program does have definite therapeutic values for the handicapped child, rehabilitation potential for the juvenile delinquent, and a special contribution to the underprivileged child? Why should a child attend camp rather than stay at home and play in Little League and participate in the municipal playground activities? Have the needs and interests of youth changed--have our programs in camp kept pace? And what is the key to hiring a counselor for a "sure-bet" success? What methods of program presentation are most effective for given situations? By what yardstick do we measure to what extent our objectives have been reached? And from an administrative viewpoint, what are the best ways to construct facilities? These are just a few of the challenging questions being presented to the camping movement which need answers—answers based on research.

Do we have the research to answer these questions? Yes and no! Yes, we have research—of a kind. No, we do not have sufficient research to answer the concerns of camping today.

Yes, we have research—of a kind!

In this Bibliography are listed approximately 900 studies relating to the camping field. This is double the number of the previous revision; yet, undoubtedly, there are many additional research undertakings not recorded here—indeed research is being done!

Two-thirds of these listings are theses and dissertations completed in partial fulfillment of advanced academic degrees with the ratio of doctoral studies to masters theses being one to five. This ratio appears to be changing, however, with more schools not requiring a thesis for a masters degree and more individuals interested in obtaining a doctorate. The last half of the 1950s decade had twice as many (36) doctoral studies reported as the first half; in the 1960s there are already reported an equal number of doctoral dissertations and masters theses and the pace of dissertations is ahead of the last five years' average.

The earliest reported study is by H. L. Mitchell on "Data on the beginnings of YMCA work in construction camps" done at George Williams College in 1909. One of the next oldest studies was also done at George Williams College in 1918 by H. W. Mantle, "Camps and Camping for Boys." At the same time across the continent, Arthur C. Brown completed his masters thesis at University of Southern California on "A Study in Character Building." Eight studies are reported prior to 1930.

The first doctoral study in camping was done in 1925 at Harvard University by A. F. Elwell and was entitled "The Summer Camp: a New Factor in Education." The 1930s saw four doctoral studies in camping. These were by men, for the most part prominent in camping: Bernard Mason, "Camping and Education," Ohio State University, 1930; L. B. Sharp, "Education and the Summer Camp," Columbia University, 1930; Edward Sanders, "Safety and Health in Organized Camping," Columbia University, 1930; Ernest Osborne, "Individualization of Large Group Camping," Columbia University, 1937.

In the 1940s, particularly in the last five years after World War II, there was a great impetus given to studies related especially to school camping, by the Michigan school camp experimentation and the recommendation of a national conference that outdoor education should be a part of the school program. The years with the greatest frequency, though, were 1952 and 1953, each nearly reaching the 50 mark, almost all masters theses.

Columbia University has contributed more than twice as many studies, 85, as its nearest rival, University (21). In all, 87 institutions are listed in the for 41. Other institutions with over 20 studies each are Ohio State University (32), New York University (30), Springfield College (24), and Wayne University (21). In all, 87 institutions are listed in the index of institutions. It should be noted that nearly all of the studies of the institutions listed above, except New York University, are masters theses; the reverse is true of NYU which has primarily doctoral dissertations listed. Columbia lists half as many or about a dozen doctoral studies as runner-up in numbers of dissertations.

It may be of interest to know that nearly one-half of Columbia's studies were done in the School of Social Work. The contribution of such Schools is considerable; however, the majority of studies were done in schools or departments of education, particularly physical education. A few studies come from forestry, home economics, business, and other related departments.

What are these 600 studies about? They are grouped into 7 major topics: Approximately 150 are related to outdoor education, with nearly one-third of these directed to specific situations. About 100 refer to staff, with over 1/5 concerned with selection of staff. About 80 deal with administration, and an equal number, one-fourth of which are directed toward teenager interests, involved with program. About 60 studies on the camper—behavior, grouping, personality, guidance, etc. Slightly over 50, including a dozen on juvenile delinquency, on handicapped or special need campers. About 40 on values of camping, including values of outdoor education. The remainder of studies are scattered over many subjects as shown in the index at the end of the bibliography.

No, we do not have sufficient research!

Whereas graduate studies are normally considered to make a contribution to basic knowledge, it seems as if in the last few years particularly, an unusually large number of studies are merely term papers and personal projects . . . compilation of material on some subject, a questionnaire survey, a counselors' manual, a course outline, an outdoor education plan for a specific grade being taught, superficial evaluation of a school camp in operation, etc. These topics are not improper in and of themselves, but the lack of systematic application of research principles makes them so!

The tendency to do the foregoing may result from a general laxity in the quality of graduate education today, the lack of availability of camping materials (probably more apt to be result of laziness!), an inability to define a problem contributing to the camping movement, the lack of knowledge regarding research tools for the camp setting by both advisor and student. Camping is basically a social science field; but many graduate advisors directing camp theses are not oriented to sociological tools of research.

Whereas certain disciplines build research upon research, camping research appears to have each study isolated with no attempt to find out what has been done and then build thereon. This is evidenced by ten studies on the same topic—all took the same approach!

As found in Part IV of this Bibliography, most basic research is coming from related fields which use camping as a tool. The city welfare councils (Part II) are also making a considerable contribution although their studies are directed almost entirely to their immediate area concerns. Likewise, national organizations (Part III) direct their studies, as they should, to their own problems; however, often findings are valuable to others. This is particularly true of recent studies by the Boy Scouts, Girl Scouts, Camp Fire Girls, and Boys' Clubs which were concerned with understanding youth and how their respective programs should be redesigned to meet the needs of these young people at various age levels. With an increasing concern for open spaces, outdoor recreation, and the use of public areas for camping, national agencies (Part III) are giving increased attention to research related to land use.

What must be done?

If we are to meet the challenges of today's world, we must have more basic research and research applied toward the major concerns of the camping movement.

1. Build on research.

   Rather than each individual going his own way, there must be a concerted effort to have one study build upon the findings of others. Each study should have an extensive review of literature giving the research background of the study being undertaken and showing where the study fits into the total research picture. This Bibliography should help individuals to find other studies on similar topics. A publication synthesizing the findings in various areas is planned by the ACA.

2. Utilize proper research procedures

   Advisors to graduate studies, as well as students, must see to it that they have the proper tools to conduct research related to camping. They should not hesitate to call upon allied departments in relation to these tools. The ACA through its Research Institute in the fall 1962 hopes to publish material relating to techniques pertinent for a variety of concerns of the camp movement.

3. Stress quality

   No more term projects and compilations of readings! What is done must be done thoroughly, with proper techniques, and carefully.

4. Disseminate findings

   What good is a study which merely collects dust on a shelf! Share the results. If you will send the results to the ACA Studies and Research Committee, it will help you share them through its publications, *Research Memo* and *Bibliography*. You are also invited to write up your study in a way of general interest and submit it to the *Camping Magazine*, or write in a technical and more detailed manner and ask that it be considered for one of the ACA Research Monographs.

THE ACA PROGRAM OF RESEARCH

The American Camping Association program of research is carried on primarily through its National, Regional, and Sectional Committees of Studies and Research.

The national committee membership includes its chairman who also serves on the ACA Board of Directors, the Regional Research Chairmen, regional representatives whenever there are no regional chairmen, and several representatives-at-large, making a total of approximately ten individuals. Sectional Research Chairmen are cooresponding liaison members of the national committee.

The studies and research program of the ACA includes a number of important and varied aspects. The committee, through its chairman, acts as a clearing house for information on studies currently in progress or already completed, plans and encourages meetings for reporting research at local, regional, and national conferences, promotes use of findings of significant research, promotes the initiation of research and studies in the field of camping and outdoor education, and cooperates with other agencies and organizations interested in research.

Annual Research Grant

In 1960 the ACA established the Annual Research Grant through the generosity of the Michigan Section which contributed $200 for each of the first two grants. The grant is now being sustained annually by contributions from certain ACA Sections. Consideration is being given to larger grants and also to more than one each year.

The procedures for applying for a research grant may be found on the "Annual Research Grant" flyer, page 6. Applications are due by February 1 of each year to the National Studies and Research Chairman.

The first grant was made to persons of the Rhode Island Council of Community Service who were undertaking a study relating to the use of camping as a part of therapeutic treatment. Results of this study are available in the ACA *Research Monograph* 1. Marian L. Perry, a doctoral student at the University of Southern California, was the recipient of the second grant for her study "Selected Factors Related to the Prediction of Success of Camp Counselors." Findings will be available late in 1962. An analysis of state laws affecting the operation of children's summer camps is the study being undertaken by John Kirk, recipient of the third research grant and camp consultant for the Michigan Department of Social Welfare.

Clearing House for Information

No organization can claim to be "*the* clearing house for ALL research information;" however, the American Camping Association desires to share with others interested in camping research what its committee does assemble. An effort is made to keep abreast of current research undertakings and to obtain abstracts and copies of completed studies for the ACA library in Bradford Woods. Through its periodic mimeographed publication, *Research Memo,* and the *Camping Magazine,* the ACA seeks to disseminate its research information.

In order to be more effective in accumulating and disseminating information, it is important that the ACA learn of studies. It will be greatly appreciated if studies in progress as well as those completed (not included in this bibliography) are reported. A form for such reporting may be found on page 7.

The ACA is also willing to share information on specific topics. In making inquiries to the Studies and Research Committee, please be specific. To ask for "everything you have on outdoor education" not an uncommon request—is nondefinitive and hence information of special value to the inquirer cannot be sent.

Suggested Topics for Research

Often an individual is interested in doing research in the field of camping but is not sure in what area he might make a contribution. The ACA Studies and Research Committee developed in 1958 a listing of suggested topic areas, primarily for the graduate student. Corporate bodies such as ACA Sections or welfare councils which carry on studies usually start with a particular problem in mind. It is the individual student who most often seeks guidance toward the definition of a problem on which he might work, and it is for him that "Proposals for Research" found on page 8 was designed. Yet, it must be said to him that an integral part of the discipline of graduate work is the process a student should experience in the selection and definition of a problem.

The proposals for research which are listed are by no means complete. Intended to suggest and to stimulate interest, they should not be interpreted as a comprehensive list of problem areas. In the listing, an effort has been made to avoid small specifics and brief phrases that may be misinterpreted as study titles. The proposals have been developed and relate, in general, to what is commonly defined as organized resident camping. Adaptations may readily be made for such variations as day camping, family camping, travel camping, winter camping, church camping, school camping, and many others.

Upon specific inquiry from interested persons or groups, suggestions will be given as to a definite area or a specific topic for research.

Endorsement of Studies

Many are the camp directors, institutions, and agencies who receive requests to participate in some type of study. Some of these studies are good, some are poorly conceived, others require so much time that they represent unreasonable requests. In order to protect camp directors, help investigators, and make the work of the American Camping Association effective, the ACA Committee on Studies and Research has set up *Endorsement Policies and Procedures* to assist interested persons. These guide-lines may be found on page 10. In formulating such a frame-work for camping research, the committee does not seek to be a study-approval agency for all studies in the field. Endorsement is not meant to be mandatory, nor does it imply sponsorship by the ACA. It is meant to be helpful; helpful to ACA, to the investigator, to camp directors. To illustrate such definite and tangible values:

1. *To the investigator*—Ten people throughout the United States who are interested in camping research (the ACA Studies and Research Committee members) are willing to comment to the investigator regarding his proposed subject for investigation and suggest possible procedures which will give him a better study. Endorsement also lends some assurance to the investigator that camp directors may respond better to requests for assistance when they know that the study has been reviewed by the ACA Studies and Research Committee and considered to be making some contribution to the camping field.
2. *To camp directors and others asked to cooperate*—Knowing that the study has been approved as to procedure and that it is considered worthy and likely to make a contribution to the field of camping, camp directors and others asked to cooperate are more inclined toward care and accuracy in giving information requested. Directors should look for the endorsement in a covering letter. If it does not appear, it is recommended that the director call the attention of the investigator to the availability of endorsement by the ACA Studies and Research Committee and also notify the ACA Committee Chairman regarding the study, *not* to report a violation since endorsement is not mandatory, but to inform the ACA of the study so that they may be aware of it.
3. *To the American Camping Association*—The ACA can better keep abreast of studies and thereby help others inquiring about research if it knows about studies contemplated and in progress. In addition, by the endorsement agreement, the ACA is assured of receiving a summary of the findings and so can disseminate its contents, thus rendering a greater research service. Moreover, through the opportunity to make recommendations related to a study which is contemplated, the ACA can encourage building on previous research and thus stimulate research which is more productive, especially needed, and of higher quality.

Convention Sessions

The ACA Studies and Research Committee encourages Sections and Regions to include in each convention program at least one small group session on research or to share findings from research with membership through newsletters and special convention presentations.

The National Committee plans two research meetings at each national convention—one a small group session reporting on research completed or in progress and the other an open meeting of the committee during which future research plans of the ACA are discussed.

The ACA Committee will gladly make suggestions for presenting research to convention sessions and will appreciate being informed of the content of sessions which do take place. This is not a one way street, but the Committee would appreciate ideas for national convention, as well as knowing about Section and Region research plans.

Dissemination of Information Regarding Research

For a number of years the primary publication of the ACA Studies and Research Committee has been the *Bibilography of Studies and Research.* More recently at infrequent intervals *Research Memo* has been distributed. This mimeographed publication carries news of studies which have been reported, write-ups about happenings in the Sections and at conventions, and other general information concerning research related to camping. Any one interested may receive *Research Memo* by requesting the ACA national office to place your name on the mailing list. Write: Studies and Research Committee, American Camping Association, Bradford Woods, Martinsville, Indiana. Please give name, address, and ACA affiliation (Section).

The Committee also encourages reporting of research in *Camping Magazine*. Manuscripts offered for consideration for such publication should be typewritten, double-spaced and submitted in triplicate to either the ACA Studies and Research chairman, Bradford Woods, Martinsville, Indiana, or to the Managing Editor, *Camping Magazine*, 1114 South Avenue, Plainfield, New Jersey.

A new venture in research publication is planned in the form of *Research Monographs*. The first should be available in late 1962 and will present the study undertaken by the recipient of the first annual research grant. As the name implies, the purpose is to present research in a more technical form and in more detail than is possible in *Camping Magazine* which requires a narrative style for general reading and use.

It is hoped that special publications will grow out of the Research Institute to be held in fall of 1962. These would include a synthesis of research now completed and research techniques particularly applicable to the camp setting.

Direct Research

The American Camping Association is not presently able to carry on regular direct research due to lack of staff time and inadequate financial support. In the future it is envisioned and hoped that a Research Service may become a part of the regular operation and service of the ACA.

The ACA has, from time to time, engaged in direct research made possible by special grants from the government, foundations, or other groups wherein the special staff required and related expenses were all or primarily provided by the grantor. Such studies include:

Higham, Neilson, Whitridge & Reid, *Camping Operating Costs*, 1[illegible]3. Miller, Norman P. and Elizabeth Frank.

Lilly Endowment, Inc. *Camping at the Mid-Century, A Census of Organized Camping in America*. 1953. McBride, Robert E.

National Park Service, Department of the Interior. *Resident Camps for Children*, Present Status and Future Needs. 1960. Stocker, Stanley W.

Donors to the American Camping Association Grant include the following Sections of ACA:

Michigan
Chicago
Texas
Eastern Pennsylvania
Southeastern

The American Camping Association has several proposals which present opportunities for advance in camping leadership, in standards, in publications based upon research, and will welcome opportunity to meet and discuss with persons, groups, institutions, ACA, Sections or Regions interested to further camping through research.

American Camping Association, Inc.

BRADFORD WOODS **MARTINSVILLE, INDIANA**

ANNUAL RESEARCH GRANT

The American Camping Association announces the third Annual Research Grant of $200 to be awarded for the most promising research proposal submitted. The purposes of this project are (1) to stimulate research in the field of organized camping, (2) to encourage research personnel and graduate students to devote attention to camping problems and (3) to interest personnel in related fields to work on problems in organized camping.

Applicants for the Annual Research Grant shall submit by February 1, to the Chairman of studies and Research of the American Camping Association, five copies of a prospectus including the following:

1. The proposed research plan including: statement of the problem; importance of problem; a specific description of procedure for collecting data, plan for organization and analysis of data, and interpretation of results; present status of the study; date of initiation and probable duration of the study; and, estimated expenses involved in conducting the study.
2. Name and title of investigator including: education and degrees earned, dates, and names of institutions; professional experience, positions and dates; present position or occupation; and, a complete description of applicant's responsibility for the proposed research project (degree requirement, independent research, part of a larger project) and whether any other financial support will be received or is expected.
3. Applications from students must be accompanied by a letter of endorsement from the student's faculty advisor and/or from the chairman of his study committee.

Proposals submitted will be judged by a Board of Referees (5) appointed by the President of the Association. This Board will judge all entries on the basis of (a) originality and significance of the problem, (b) clarity of the proposal, (c) relevance to extant theory, (d) sophistication of research design proposed, and (e) implications and applicability to critical practical problems.

The recipient of the Grant will be announced at the National Convention of the American Camping Association. Upon completion, the winner will be expected to present a copy of the final report to the American Camping Association Library and to prepare an abstract of the study for the Camping Magazine.

The five copies of the prospectus should be sent to the Chairman of the ACA Studies and Research Committee.

RESEARCH RELATED TO CAMPING

Investigator .... Year Completed ....

Title of Study ....

Institution or Agency ....

Faculty Advisor .... Check: Doctoral Dissertation .... Master's Thesis ....

Other................................

DESCRIPTION OF STUDY

(a 200-word statement including purposes or statement of problem, methods and techniques used in conducting study, summary of findings. Use back side, if desired)

Please indicate where further information regarding the study may be obtained: (book, mimeographed or multilithed report, written up in a periodical, inter-library loan, microfilm, et al. GIVE address, cost, number of pages.)

....

....

Mail report to:
Chairman
Studies and Research Comm.
American Camping Assoc.
Bradford Woods
Martinsville, Indiana

....
Name of Person Reporting

....
Address

PROPOSALS FOR RESEARCH

I. Research on the Camper and the Camping Process

1. Longitudinal studies of campers should be made to determine adequacy of programming, adjustment, and many other aspects.
2. Studies of campers with respect to role-perception, role-acceptance, grouping, motivation, resistance and response.
3. Studies of campers with respect to basic physical factors, health histories, impact of camping, follow-up.
4. Studies of large samples to obtain data which can be used in assessing the importance of specific factors which may contribute to maladjustment (living conditions, economic factors, health, etc.)
5. Studies of significant factors in social adjustment by use of equated groups.
6. Studies of social adjustment as related to participation in various aspects of the camp program.
7. Studies of readiness for camping and psychological preparation for the camping experience.
8. Studies of activity-settings for children; factors relating to satisfaction in play and work experiences.
9. Studies of the 24-hour aspects of camp living; factors promoting or inhibiting the accomplishment of objectives.
10. Techniques of leadership; unique demands of the camp setting, the particular activity or the particular camp.
11. Studies of the general impact of placing children with their age-sex peers.
12. Studies of the development of negative group positions for a few children: factors of initial grouping that prevent such negative positions.
13. Studies of morale problems of children and groups in the camp setting.
14. Studies of the impact of group relationships and living on the camper.
15. Studies of particular camp activities as they affect the experience and behavior of the participants; needs of children from broken homes, or low-income homes or high-income homes.
16. More analytical studies of the timing and balance of program offerings; the factors that contribute to the dull periods of the day.
17. Studies of patterns of program planning and factors producing significant change and trends.
18. Studies of the in-camp program and the quality of integration with the year-round or on-going program of the sponsoring body.
19. Studies of effective methods of leadership and teaching in the camp setting.

II. Attitudes Toward Camping

1. Community attitudes toward camping in general. Trends in acceptance and factors influencing those trends.
2. Studies of the changing patterns of campership programs and factors influencing those changes.
3. Studies of parental acceptance and support and factors promoting or inhibiting expansion of camping programs.
4. The problem of dissemination. What are the various avenues and techniques that may be devised and employed to better interpret camping to the general public?
5. Studies of the attitudes of racial groups toward camping and factors influencing change.
6. Studies of current philosophies and trends as reflected in the thinking of leaders today.
7. Studies of interracial camping and factors affecting changes in attitudes of campers, staff, community.
8. Studies of professional interrelationships among the leaders and organizations sponsoring various types of camping such as summer, school, day, church, crippled children, etc. The role of A. C. A. in the total picture.

III. Administrative Research

1. Surveys of campership plans and consideration of such plans in budget making or in relation to scope of resources.
2. Surveys of costs, taxation, and purchasing plans of camps.
3. Surveys of insurance plans, costs, claims and adequacy.
4. Studies of custodial and maintenance services at camp.
5. Studies of health supervision, health services and health education of all personnel including campers.
6. Studies of special educational or in-service plans for leaders in camp; factors related to pre-camp orientation, job changing, etc.
7. Studies of appraisal methods and techniques.
8. Studies of personnel resources, selection and screening techniques. Success prediction and appraisal of personnel.
9. Personnel practices and factors related to successful camp counseling and camp directing; administrative failures in personnel work.
10. Studies of campership and camper aid programs; factors related to success in fund raising, distribution, eligibility, etc.
11. Parent-director relationships and factors influences changes in parent-contact planning and programs.
12. The place and use of volunteer leadership in camp planning and operation.
13. Studies of dietary planning and supervision; camper diet patterns and habits, factors influencing change.
14. Studies of site and facilities appropriate for varying programs of camping; planning for multiple use and factors influencing trends.
15. Studies of camp staff turnover and promoting or controlling factors.
16. Studies of initiating and organizing camps or camping programs.
17. Studies of the functions of camping education programs in institutions of higher learning.

IV. Applied Research and Surveys

Surveys may be designed at a community level or, with appropriate coordination on a broader basis within a state, regional or national level. The community study is usually planned with reference to some local problem or planning.

1. Surveys and compilation of community resources for camping. Techniques for the development of long range planning.
2. Surveys and studies of personnel resources, job openings, specifications, placements, etc.
3. Surveys of camps with respect to vacancies, admission techniques, rental policies, etc.
4. Surveys of camps with respect to existing housing conditions, government building and fire laws; maintence procedures, etc.
5. Surveys of personnel policies, salary scales; local factors influencing trends.
6. Studies of impending needs for summer camps and potentials for future development.
7. Studies of needed or existant legislation and factors related to trends.
8. Studies of governmental controls on camping and trends of significance in this area.

AMERICAN CAMPING ASSOCIATION, INC.

Bradford Woods **Martinsville, Indiana**

Policies and Procedures Governing Endorsement of Studies and Research

Procedures

1. Written request for endorsement of a study shall be made by the student undertaking the project or director of the project. In the case of a student, the faculty advisor shall co-sign such request.
2. The request shall state specifically HOW endorsement is to be used and why it is desired.
3. An outline, brief, or prospectus of the study, stating the purpose, scope, procedures, et al, shall be furnished in sufficient numbers for the entire Studies and Research Committee (approx. 12.)
4. The written request and outline, in proper quantity, shall be sent to the chairman of the Committee who shall distribute to each member of the Committee for his consideration. Each member shall indicate within a reasonable time unqualified endorsement, unqualified refusal to endorse, endorsement with specified recommendations, or endorsement contingent upon certain changes. Such recommendations and and changes shall be presented by the Committee member in detail to the chairman of the committee.
5. The chairman of the committee shall convey the decision of the Committee, which shall be by two-thirds majority of those returning a vote, together with any suggestions regarding the study made by the Committee.

Obligations Assumed Upon Endorsement

The individual or sponsoring agency in accepting endorsement agrees to the following:

a. To conduct the study essentially as proposed, or inform the Committee chairman of substantial changes.

b. To use the endorsement as specified in the written request.

c. To furnish a copy of the study to the ACA library. (This may be a microcard or microfilm.)

d. To furnish a narrative, interesting write-up suitable for publication in *Camping Magazine.*

e. To furnish a short abstract for use in the Annotated Bibliography published by the ACA.

f To inform the chairman of Studies and Research Committee of any delay in completion of study.

g. To avoid the endorsement of commercial products or use of results of the study for commercialization purposes. (This does not refer to the proper publication, with copyright, of the material obtained through the study.)

Criteria For Endorsement

1. The scope of the study must be of national interest. Studies of only Regional or Section interest should be approved by the Research Committee of the proper Region or Section of the American Camping Association if they care to give endorsement. (Note: This does not mean that the study must be of national *scope.*)
2. The research design must be sound, feasible, and of excellent design.
3. The nature of the research shall make a contribution of some significance to the field of camping.

Sponsorship

1. Endorsement DOES NOT infer sponsorship of the research project.
2. All matters pertaining to sponsorship by the Association of research projects, wherein ACA funds would be involved, shall be a matter of joint referral between the Executive Committee and the Studies and Research Committee, except as where otherwise provided, e. g. procedures for co-sponsorship of films and filmstrips authorized by the Board of Directors.

Services Available Upon Endorsement

1. If desired, the National Headquarters of ACA can furnish, without charge, a list (on gummed tape) of ACA members to whom questionnaires could be mailed. The list can be complete or a selection of whatever membership categories and/or [illegible] Sections which may be desired.
2. If desired, the Chairman of the Studies and Research Committee can prepare a letter of endorsement [illegible] be mailed by the Student) encouraging the cooperation of members of the Association.
3. The [illegible] and library resources of the National Headquarters can be made available to the student.
4. Assistance or guidance in any other way desired and possible.

PART I

Theses and Dissertations

The studies in this section include only theses and dissertations. They are arranged alphabetically and numbered sequentially. An index to the studies by institution may be found at the end of this section. The topical index is at the end of the bibliography.

An effort has been made to obtain complete citations on all listings, as well as verification of data by contacting the reference librarian of each institution represented. Since the response was not 100%, the verification is not 100%.

Except for a few institutions indicated most of these studies may be obtained through Inter-library loan. Many of the doctoral dissertations in the last ten years are available on microfilm or microcards. Check with your library or in **Dissertation Abstracts.**

There are partial annotations. For the most part these were written by the investigator or summarized from **Disseration Abstracts.** This accounts for the varying styles and differences in length. Abstracts of studies cited are welcome for the next Bibliography revision. Send to National Studies and Research Chairman, American Camping Association, Bradford Woods, Martinsville, Indiana. **Also, if there are any errors noted, please send in.**

A

1. Abramovitz, Rose. A study of the content and the methods of a pre-camp training program in which conscious use was made of the known background of the staff. (M) School of Social Work, Columbia University. 1952.

2. Adams, Lucy Harding. How summer camps for girls serve the purposes and aims of education. (M) Texas Christian University. 1931. 66 pp.

3. Adamson, Ruth. An experiment in christian leadership training through democratic camping. (M) University of Southern California. 1952.

4. Akin, Elizabeth. A study and evaluation of some elements in the Nashville Jewish Community Center country camp program of 1952. (M) School of Social Work, University of Tennessee. 1953.

5. Amott, Darlene. A guide for the development of the curriculum content for a camp leadership program. (M) Brigham Young University. 1957.

6. Anderson, Donald A. A proposed guide for program planning in private day camps. (M) University of Southern California. 1956.

7. Anderson, Mildred E. An evaluation of camping and outing activities as educational experiences for college students. (M) State University of Iowa. 1945.

8. Anderson, Robert W. Wilderness canoeing in a boy's summer camp. (M) Drake University. 1951.

9. Anderson, Ruth Wilson. A study of the integration of national program aides of the Girl Scouts and the Young Women's Christian Association into the local organizations in Metropolitan Detroit—with specific consideration of provisions for senior Girl Scouts and YWCA industrial girls' programs. (M) Wayne State University. 1947.

9a. Annon, Roberta C. The construction and evaluation of a rating scale for camp personnel. Ed. M., 1951. Staff selection.

10. Archard, Merrill H. Recommendations for the administration of the New Paltz State Teachers College school camp. (D) New York University. 1956.
The purpose of this study was to establish specific guides to aid administrators and planning groups who are charged with the responsibility for planning a school camp program which is administered by New Paltz State Teachers College.
The methods employed for the solution of this problem included: the use of documentary evidence, personal interviews, jury techniques (one jury used to validate a list of potential school camp contributions and their relationship to the educational objectives of the College; another jury used to validate list of principles for school camping), group conference technique.
Administrative recommendations concerning the establishment and administration of the New Paltz State Teachers College camp were made for the following areas: selection and preparation of leaders, finance, selection of the campsite, development of facilities, health and safety, food management, business administration, administrative organization, program planning.

11. Armsworth, Cynthia. Camp leadership courses in colleges and universities in Region VI of American Camping Association and Southern District, American Association for Health, Physical Education and Recreation. (M) Texas State College for Women. 1955.

12. Arnold, Jas. S. Educational possibilities of summer camps. (M) University of Southern California, 1928.

13. Ashley, Arthur Nelson. Forest land values in the organized camp. (M) Dept. of Forest Management, State University of New York, College of Forestry. 1959.
A study of the conservation and land use problems found in the organized camp. A plan to prevent or minimize these problems, based on the unique goals and objectives of the organized camp, is presented.
The plan has two phases. The first phase discusses preventative measures based on the use of a master plan for camp development. Emphasis is placed on the importance of logical camp development that takes into consideration the necessary criteria of program requirements, site potential, and facilities (existing and proposed.)
The second phase outlines a program of protection and maintenance covering the problems of fire prevention, erosion control and wildlife encouragement. Special attention is given to the subjects of "conservation education" and "camper conservation projects" as program features that can be used to meet the needs of both campers and administrators.

14. Auerbach, Arnold Jacob. Practices used in referring children to organizational summer camps in St. Louis. (M) School of Social Work, Washington University. 1949.

B

15. Baer, Benjamin F. Forestry camp adjustment on juvenile recidivists. (M) School of Social Work, University of Southern California, 1948.

16. Bailey, Robert S. A proposal for the coordination of private boys' camps and secondary schools in Virginia. (M) College of William and Mary. 1944.

17. Bain, Charles M. Camping education for the Public Schools of Jefferson County, Kentucky. (D) Teachers College, Columbia University. 1956.

Sets up a proposed school camping program for the sixth grade classes of the public schools of Jefferson County, Kentucky.

Chapter I discusses at some length the educational values of school camping, with citations from authorities on both school and camping. Chapter II presents in some detail the actual programs of seven selected school camps, which the writer visited and studied firsthand. One of these was in Maryland, and two each in Michigan, Indiana, and Kentucky. One of the Kentucky camps was sponsored by the University of Kentucky for the fifth grade class of its elementary school. The other Kentucky camp was a pilot program conducted by an individual teacher for her fourth grade class from one of the Jefferson County public schools. Chapter III gives some guiding principles for setting up a school camp program, including attention to the legal aspects involved. Chapter IV considers the camping situation in Jefferson County. It shows that this area has never had enough camps to furnish camping experiences to any large proportion of its children, and that of the 3,784 children who attended all camps in this area in 1954, only 79% were able to pay the full camping fee. The chapter discusses potential sites for a school camp in Jefferson County, with special attention to the Jefferson County Forest and the Otter Creek Park.

Chapter V makes recommendations for a school camping program for the public schools of Jefferson County. The chapter recommends that the sixth grade classes be the age chosen for the resident camping experiences of one school week because children of this age are able to profit from such an experience. It recommends that this resident camping experience be held in Otter Creek Park, where facilities are already established. However, since day camping can be a good preparation for resident camping, the chapter recommends a program of day camping for the fifth grade classes, culminating in an overnight camping experience in the Jefferson County forest, where the county forester's office can accommodate one or two classes at a time.

For the sixth grade resident camping program at Otter Creek Park, the chapter discusses methods of initiating the project, policies for financing it, standards for administering it, and ways of making the program effective through study of science in nature through conservation practices, and through purposeful work experience, all carefully correlated with curriculum subjects.

18. Balasek, Jerome M. A proposed plan of procedure for establishing a camping and outdoor education program for the Butte County Elementary Schools. (M) Chico State College. 1955.

19. Ball, Armand B. A study of the use of work experiences as program in the summer camp. (M) George Williams College. 1960. Endorsed by ACA Copy of thesis in the ACA library.

    Data based on 42 camps whose directors returned questionnaires relating to their use of work experience as one of their program features and purposes. Study includes recommendations for the development of work projects as a program in summer camp.

20. Ball, Jack. A description and evaluation of a three-day outdoor living experience with a fifth grade class. (M) Central Washington College of Education. 1956.

21. Bamberger, Hanna. The caseworker's role in a summer camp setting. (M) School of Social Work, Columbia University, 1950.

22. Barber, William R. and others (group thesis). Youth campership program; a follow-up study of the 1957 campership program administered by the Denver Area Welfare Council, Inc. (M) University of Denver. 1958. Summary in ACA library.

    This study of the 1957 campership program of the Denver Area Welfare Council, Inc. was made at the request of the Campership Committee of the Council's Recreation and Leisure Time Division. Its purpose was to determine what effects the 1957 camping experience had on children who held camperships, to discover how selected factors influenced the children's experiences; to establish in what ways the organization and operation of the program affected the youth's camping experiences.

    Data concerning the improvement in behavior of the child in the camp were obtained through an Improvement Rating Scale completed for each child by camp personnel. Data from the children concerning their camping experience and its effects on them and from their parents were secured through questionnaires and interviews. Records from referring agencies were read in order to learn how the agency referred and what help was given when the child returned from camp.

    According to the ratings by camp personnel, more than half of the children showed improvement. More boys benefited than girls, and more boys and girls showed improvement from a two-week camping experience than from a one-week experience. Most of the children wanted to return the next year and to remain for a longer period. They made substantial improvement in developing relationships and in overall adjustment. More than half the parents believed that their children were adjusting better at home and in the community.

    The selection and referral procedures followed by cooperating agencies were found adequate, but less than half the agencies had no follow-up activity.

23. Barnett, Herman R. A manual for promoting Negro culture in day camp programs. (M) George Williams College. 1953.

24. Barr, William E. Some factors influencing scoutmaster's resignation of leadership commission. (M) Catholic University of America. 1950.

25. Bartlett, Fernand. The camp weather bureau as a means of attaining some of the goals of science teaching. (M) University of Massachusetts. 1948. ACA library.

26. Beasley, Turman Overby. Organized recreational activities in the CCC camps in Tennessee. (M) George Peabody College. 1935.

27. Beck, Jeanette Elizabeth. A comparative study of the camp and home diets of a group of adolescent girls and boys. (M) Temple University. 1943, 237 pp.

28. Beker, Jerome. The relationship between school camping social climate and change in children's self concepts and patterns of social relationship. (D) Teachers College, Columbia University. 1959. Summary in **Journal of Educational Psychology,** 1960, vol. 51, no. 6, pp. 352-356.

    The purpose of this project was to study the outcomes of school camping in the areas of emotional and social growth of campers. A checklist was developed as an instrument to be used in the study of changes in children's self-concepts and relationships with adults. The classroom Social Distance Scale was used to study changes in children's peer relationships.

    These instruments were administered to the experimental subjects shortly before their five days at camp and shortly afterwards, as well as ten weeks later. They were also administered, at similar intervals, to a control group seemingly equivalent except for the fact that no intervening school camping experience was provided. Thus, changes shown by each of the groups could be compared.

    The project attempted in addition to relate any changes noted to the social climates of the seven encampments included. Social climates were rated by two adult observers, and by the campers themselves through a checklist they completed on the last day of each encampment. The rank-order correlation between the ratings by the adults and by the children was 0.93, suggesting substantial reliability.

    Because of the few items relating directly to changes in children's relationships with adults, no firm conclusions in this area are possible. However, the results tended to favor the campers slightly over the control group. Apparent changes in peer relationships clearly favored the campers on both the second and third administrations of the Classroom Social Distance Scale. There was no relationship of sufficient clarity to justify interpretation noted between social climate and changes in social relationships. Further research is needed in this area.

In the area of self-concept, the changes noted on the second administration, right after camp, markedly favored the campers over the control group. This result would perhaps not be unexpected, and could reasonably be attributed to campers' natural enthusiasm right after a camp experience, except for the fact that the apparent growth continued, and the advantage for the campers over the control group was even greater after a lapse of ten weeks. The apparent growth by campers on encampments with high and low social climate ratings was compared. The second administration showed a slight advantage for the "negative" social climate grouping. However, this picture was clearly reversed on the third administration. This result may imply a more lasting influence as one of "positive" social climate.

These results were greatly influenced by the fact that one encampment with a "negative" social climate rating showed the greatest growth of all, suggesting that some potent element present there was omitted from the adult ratings and the campers evaluation items. A comparison of the apparent camper growth shown by encampments rated "high" on social climate with that shown by all others except the one just mentioned indicated a marked advantage for the more highly rated groups.

The verbal records of the encampment suggest a possible explanation of the unexpected showing in this one case in the depth of emotional impact of the camp experience on campers. Perhaps this is one of the most basic determinants of the potential of the experience for camper growth. In this connection it is of interest to note that on all four encampments which showed growth exceeding that shown by the controls, and only on those four, the record indicates that campers were crying with regret when the time came to leave. This is one of many areas in which the results suggest approaches to needed further research.

29. Bell, Bruce H. A proposed check list of minimum requirements of site, facilities, and equipment for school camps. (M) University of Southern California. 1958, 57 pp.

30. Bell, Courtenay W. Boys and girls in an interracial camp. (M) School of Applied Social Science, Western Reserve University, 1946.

32. Bell, Howard M. The responsibilities of the elementary teacher in school camping. (M) University of Southern California, 1956.

33. Bennett, Muriel. An investigation of the educational practice and value of the program of activities for Camp Fire Girls in San Diego, California. (M) Claremont College. 1936.

34. Benson, Kenneth R. A manual of craft activities for summer playground leaders and camp counselors (D) New York University. 1956.

35. Berger, Harriet Jean. A plan for developing competencies for leadership in school camping and outdoor education for elementary education students. (D) School of Education, New York University. 1958. Microfilm.

The purpose of this study was to design a plan to aid in the development of the competencies necessary for leadership for elementary education students at State Teachers College, Cortland, New York. A review of the literature and research studies denoted little reference to leadership in these programs by classroom teachers with specific competencies cited.

Procedures: To establish the necessary competencies for leadership, it was necessary to determine the objectives and the extent of these programs. Data were obtained from the literature, studies, reports and brochures describing school camp programs. The objectives were related to the general goals of education, confirming this program as an educational experience. The skills and knowledges for leadership in this program were developed through the literature and the investigator's extensive experience in camping. Competencies were compiled into one list which was rated by authorities in school camping and outdoor education. A final list was then compiled with the support and information presented by the literature and authorities. Information about the elementary education curricula at State Teachers College was collected by interviews with instructors, department heads, and administrators. These data were compiled and presented for each competency, showing the degree to which inclusions were made, suggestions, and recommendations. A plan was then designed to aid in the development of these competencies. This was submitted to five jurors for evaluation to establish the validity of the plan for its feasibility, practicality, and functionalability. Results of the study. The objectives of school camping and outdoor education were established in five major classifications: social living, healthful living, purposeful work experiences, recreational living, and outdoor education experiences. Existing programs have common areas in their nature and scope which include: decentralized organization, democratic planning, everyday living activities, work experiences, recreational activities and moral and spiritual activities. Competencies for leadership by classroom teachers lie in two specific areas: understandings and knowledges, and basic skills in camp activities. Understandings and knowledges, with the ability to utilize these, include an understanding of: the school camping movement and its contribution to child development; group work skills for developing activities with children; the philosophy of daily living experiences; of conservation, nature and outdoor living and their relationship to the school curriculum; the moral and spiritual growth and development of the child. Basic skills in camping activities should be mastered in several of these areas: arts and crafts, games and contests, camping activities, camp fire activities, map and compass work, use and care of tools. The plan designed to aid in the development of these competencies is an integrated one utilizing all phases of the total program presented at this teacher training institution.

Conclusions: The recommended plan may enhance the training of classroom teachers at State Teachers College, Cortland. This study of the program indicates that there is no one course or experience which will develop all of the necessary competencies. An integrated program is more advisable than a highly specialized course which may be unrelated to the total curricular program. Teacher training institutions of New York State require a common core in their curricular for certification requirements. Many of the experiences and recommendations in this plan might be incorporated in the curricula of these institutions. The investigator suggests that teacher training institutions examine their leadership programs to determine the potential training possible for school camping and outdoor education. This proposed plan may serve as a guide in developing training programs in other colleges.

35a. Berger, Margaret Kay. The construction of an objective information examination for college camp leadership courses. (M) Texas Woman's University. 1961.

36. Berke, Eugene J. Criteria for effective practices in interracial camping. (M) Ohio State University. 1950.

37. Bernhagen, Lillian F. A study of camping as a vital health education experience with special emphasis on the contribution of the camp nurse. (M) Ohio State University. 1958, 125 pp.

Purpose of the study: 1) examine content, policies and practices of camp health programs as they exist; 2) study role of camp nurse to ascertain her professional contribution to the total camp program; 3) consider these findings as to the effectiveness of their contribution to the campers' cumulative health experience.

Procedure: questionnaires were sent to nurses and camp directors of 340 resident camps in Ohio, Michigan, Pennsylvania.

Findings: 1) nearly all camps have arrangements with physicians; 2) about 1/6 had no nurse—nurses are difficult to find; 3) most nurses are not qualified by experience for camp work; 4) in many cases infirmary arrangements are poor and facilities for preparing patient's meals inadequate; 5) 20% have no camper arrival inspection; 6) 10 camps require no pre-camp physical for campers and 25 for staff; 7) many health records were inadequate; 8) many times the director and nurse did not agree ahead of time on the nurse's duties; 9) nurse participation in counselor training and campers education is not being used to best advantage; 10) too many camps didn't allow sufficient time for meals and control food from home and purchases from the camp store; 11) in 22% bedtime hours were not observed strictly; 12) more stress needs to be placed on hand-washing; 13) 35% have no provision for an adaptive program; 14) most camps carry on a safety education program; 15) most have adequate supervision of activities by trained personnel.

38. Biegler, Marjorie A. Parental contacts in school camping. (M) University of Southern California. 1958. 87 pp.

39. Biesanz, John B. The youth hostel. (M) State University of Iowa. 1941.

40. Birnbaum, Martin L. Study of how the activity specialist should function in children's summer camps with particular emphasis on the role of the nature specialist. (M) University of Buffalo. 1956.

41. Blake, Orlando W. A guide for initiating school camping with special reference to Bronxville, New York. (D) Teachers' College, Columbia University. 1959.

Basic problems indicated in the study are developing understanding of the program and providing qualified leadership. Approach in solving the problem was to involve people through participation in the study and practice of school camping.

41a. Blayney, Earl Mitchell. A study of the educational values of the Ohio Future Farmers of America Camp. (M) Ohio State University. 1952.

41a. Bliss, M. F. The necessity of follow-up after camp. Ed. M., 1937. Administration-general.

42. Bloksberg, Leonard. A study of the relationship between the job performance and activities of service personnel and the achievement of the program goals of a social agency camp. (M) School of Social Work, Columbia University. 1953.

43. Bloom, Joel W. An interest motivated program for a private summer camp for boys six to sixteen, prepared for use in Camp Powhatan. (M) Teachers College, Columbia University. 1952.

44. Blumberg, Arthur. A historical study of the organized camping movement in New England 1861-1950. (M) Springfield College. 1951.

45. Bockman, Bobbie Ruth. A study of selected problems in the unit system of camping in the Girl Scouts. (M) State University of Iowa. 1947.

46. Boetz, Johanna. A study of organization camping. (M) School of Social Work, Columbia University. 1944.

47. Bondy, Ulla. Personality reactions to changes in group composition in camp setting. (M) School of Social Work, Columbia University. 1946.

48. Bone, Virginia R. The organization and administration of the summer day camp. (M) Ohio State University, 1938.

49. Bosworth, Janice. A high school centered counselor in training program for camp leadership. (M) Springfield College. 1954.

50. Botts, Elizabeth Louise. Equipment for primitive group camping. (M) Cornell University. 1959.

51. Bozarth, Evelyn Marian (Schauer). A study of the effects of public school camping upon sixth grade children at Brentwood School and of the reactions of their parents. (M) University of Texas. 1953.

52. Bramson, Leon and Marianna Rigsby. The summer camp in the United States. (M) University of Chicago. 1953, 212 pp. (The library does not lend theses on interlibrary loan, but sells copies at varying rates according to length and current photoduplication cost.)

53. Brauner, Bess. The extent to which social group work was used in 30 Jewish Community Centers conducting day camps. (M) School of Social Work, University of Southern California. 1946.

54. Bray, Margaret U. A study of the changes in selected social traits exhibited by the campers in sunshine camp of Austin, Texas, in summer, 1944. (M) North Texas State Teachers College, 1945.

55. Bright-Davies, Lamitsoi. A manual for counselors at vacation camp and dormitory for the blind. (M) School of Social Work, Columbia University, 1953.

56. Brimm, Robert Paul. A study of certain problems in the organization and administration of school camps. (D) University of Missouri, 1948. Microcard.

The purpose of the study was to determine the answers to certain questions confronting the public school administrators who plan to add camping and out-of-door education to the school program. The three-fold scope of the investigation was to 1) trace the history of organized camping; 2) to discover some of the more important problems in the organization and administration of public school camps; and 3) to present solutions to these problems in the form of descriptions of what schools already operating such programs are doing.

The eight basic subdivisions of the investigation proposed for study were:

1) a history of the origin and development of the organized camping movement;
2) the claimed values and limitations of the camp as an educational agency;
3) the interpretations of certain legal problems involved in the organization and administration of public school camps.
4) the methods which may be utilized by the public school in initiating a camping program;
5) the practices engaged in by private schools in camps which are operated as a part of the educational program;
6) the objectives of camping education as expressed by public schools, agencies, and individuals;
7) the extent of the camping movement in the public schools of the U. S.
8) the administrative practices developed by public schools in the operation of camping and out-of-doors educational programs.

From evidence collected by the study, the author makes the following recommendations:

1. School administrators should urge that permissive legislation be enacted by the various states to facilitate the establishment and operation of camps as a part of the public school program.
2. In smaller school districts, it is desirable to pool the resources of two or more districts to operate such a program.
3. The school administrator should embark upon an effective and continuous program of public relations as a part of the camp plan.
4. The school should seek the cooperation of other agencies in the operation of a school camp.
5. The selection of a site should be made with a long range plan of development in view.
6. Planning for the camp should be a cooperative enterprize of the staff members of the school together with interested lay people.

7. Planning should include provisions for an outdoor leadership training program.
8. A sound philosophy of out-of-door education should be developed.
9. Program planning should be based upon a number of factors such as opportunities offered by one camp site, needs for supplementing the school curriculum, needs and interests of children, needs of the community.
10. Campers should be permitted to participate in the planning and administration of the camp program.
11. The activity program should stress those items which are uniquely adapted to the camp situation.
12. The programs should be coeducational.
13. Schools should utilize camping facilities to a maximum advantage.

57. Brown, Arthur C. A study in character building. (M) University of Southern California. 1918.

58. Brown, Donald. Instruction in camping as a part of junior high school curriculum. (M) University of Southern California, 1936.

59. Brown, Jean G. Job descriptions and qualifications for camp leadership positions. (D) New York University. 1958.
From an investigation of the qualifications for leadership in children's resident summer camps in terms of the functions performed, implications were drawn for development of job descriptions and selection of personnel. Functions performed in specified positions were rated by 50 experienced camp directors. Thurstone multiple-factor analysis technique was used to intercorrelate these positions. Qualifications developed from the literature and analysis of each function were validated by 6 camping experts. Positions identified in the study: director, head counselor, unit leader, activity counselor, general counselor, junior counselor. 84 functions performed by leadership staff. The factor analysis resulted in 3 position factors: guidance—with positions of activity, general, and junior counselor; supervision—with positions of head counselor and unit leaders; administration—director.

60. Brown, Julia. The construction of slides to illustrate standard canoeing techniques. (M) Woman's College, University of North Carolina, 1953.

61. Bryngelson, B. A. A study to locate existence and use of private camp program devices. (M) Springfield College. 1953.

62. Bubis, Gerald. Application of a questionnaire in a camp setting in an attempt to differentiate children with behavior problems from children with less serious behavior problems. (M) School of Social Work, University of Minnesota. 1950.

62a. Burdine, Martha. The opinions of Florida County agricultural extension agents regarding the emphasis, organization, and administration of a 4-H club camp program. (M) Florida State University. 1956.

63. Burgess, Robert and Carl Jensen. An analysis of school and community camping program in Highline, King County, Washington. (M) University of Washington, 1952.

64. Burgh, Doris. Coed camping for teenagers. (M, Plan B paper). School of Social Work, University of Minnesota, 1949.

65. Burns, Gerald P. Educational implications inherent in the program of the American Camping Association. (D) Columbia University. 1948.

66. Burns, Lucy Frances. Counselors' evaluation of training courses in camping. (M) State University of Iowa. 1946.

66a. Burt, Kenneth N. Development of evaluation standards for summer camps. Ed.M., 1958. Administration-standards.

67. Bushman, William W. The Educational values of summer camp for boys. (M) Methodist University, 1940.

68. Butler, Ruth M. Camp life for children with medical and social adjustment problems. A study of thirty-three children referred to camp by the children's hospital in 1943. (M) School of Social Work, Simmons College, 1944.

69. Butterworth, Mary Alice. A study of camp counselors: their selection and their relationship to selected policies and procedures in the administration of established camps for girls in Texas with recommendation for a leaders' training camp. (M) Texas State College for Women (now Texas Women's University). 1953.

70. Bynum, Weldon. The public school camp. (M) Southwest Texas State Teachers College. 1952.

C

71. Cacace, Charles. An analysis of a camp counselor guidance program. (M) Ohio State University. 1950.

71a. Cameron, Elizabeth Virginia. Province Lake Camp: The use of a treatment camp by community agencies in 1949. M.S., School of Social Work, 1950. Handicapped Camps.

72. Camp, Frances E. A survey of the responsibilities and privileges of counselors and junior counselors in New England camps. (M) Wellesley College. 1952.

73. Campbell, James Vincent. A study of diabetes in children, with special emphasis upon Camp Sweeney, a summer camp for diabetic boys and girls. (M) North Texas State University. 1952.

74. Cantor, Leon and Sam Hatow. A study of the training program for day camp counselors at the East Bronx Community YM-YMHA, summer, 1950. (M) School of Social Work, Columbia University. 1950.

75. Capps, Ethel. A descriptive study of four National Youth Administration educational camps for unemployed women. (M) University of Michigan. 1937.

76. Carley, William Ted. A study of the organization and administration of private summer camps for children in Kerr county, Texas, with recommendations for camp management. (M) North Texas State University. 1952.

77. Carlisle, Sheila Jane. Casework referrals in camping: a study of cooperative services and essential procedures in referring children from case work agencies to summer camps, Vancouver 1947-48. (M) University of British Columbia, School of Social Work, 1950.

78. Carlson, Agnes Marian. A study of camp food service operations with particular reference to dishwashing facilities and procedures. (M, Problem, Plan B paper) Cornell University, 1950.

79. Carpenter, Doris. Evaluative criteria for outdoor education in the elementary school curriculum. (M) University of California at Los Angeles. 1956. (UCLA Physical Education Library).

80. Carter, John Sundell. The use of program and it's effect on family relationships as seen in Camp Algonquin Family camp. (M) School of Social Work, University of Minnesota, 1957.

81. Cartwright, Kathleen. Camping for one week: a survey of parents' reasons for selection of one week sessions. (M) School of Social Work, University of Southern California, 1952.

82. Cave, Mary F. A survey of trained camp leadership. (M) San Diego State College. 1957.

83. Chapman, Charles E. A critical analysis of an interracial settlement camp for boys and girls, 1938-1945. (M) Ohio State University, 1944.

84. Chapman, Hazle. Planning the community school camp. (M) University of Washington. 1946.

84a. Charlton, Betty Anne. A descriptive study of the college elementary school camping experiences of four fifth grades. (M) Central Washington College of Education. 1961.

84b. Cheney, Raymond Watterson. Industrial arts as

Ohio State University. 1946.
content for summer camp activity programs. (M)

85. Chiba, Akira. A study of decentralized camps in YMCA camping. (M) Springfield College. 1950.

86. Christman, J. H. The administration of a public elementary school camping and outdoor education program. (M) University of Buffalo. 1957.

87. Ciochine, Irene. Selection of camp counselors, an analysis of the selection procedure. (M) School of Social Work, University of Denver. 1948.

88. Clair, Shirley H. A survey of camp counselor training courses offered in teacher-training institutions in the professional preparation of physical education students. (M) Temple University. 1949. 79 pp.

89. Clark, Corliss A. Relationship of the adjustment of juvenile delinquents in detention and the initial period in forestry camp. (M) School of Social Work, University of Southern California. 1947.

90. Clark, Wilson Farnsworth. National parks survey: the interpretive program of the national parks; their development, present status, and reception by the public. (D) Cornell University. 1949.

91. Clawson, Alice Lucile. A study of counselor-in-training programs in selected private camps to develop a recommended two-year counselor-in-training program for use at Camp Nicolet, Eagle River, Wisconsin. (M) Texas Woman's University. 1952.

92. Coady, Martha B. A survey of trailside museums and nature trails. (M) University of Massachusetts. 1950. ACA library.

93. Coban, Eva. Mental hygiene aspects of the short-term organization camp. (M) School of Social Work, Columbia University. 1946.

94. Cohen, Phillip Jerome. The summer camp: a case study of interpersonal relations. (M) University of Chicago. 1956. (Library does not lend theses on interlibrary loan, but sells copies at varying rates according to length and current photoduplication costs.) 76 pp.

95. Cole, R[illegible]y. An evaluation study of an extramural school camping program for adolescent boys identified as potential school leavers. (D) Wayne University. 1957.

96. Collett, Elizabeth Ann. A study of problems confronting the camp counselor. (M) University of North Carolina. 1953.

97. Collins, Ralph R. A survey of camping facilities available to handicapped children in selected camps in New England. (M) Boston University. 1956.

98. Connaughton, Mary Carol. A survey of current practices of recording food cost information in selected camps and a recommended system of essential purchasing records. (M) Cornell University. 1956.

99. Connell, Eddie Jo. The production and use of filmstrips by camp counselors. (M) University of Texas. 1954.

99a. Connolly, James J. A. pictorial record of the program of waterfront activities at Agassiz Village, an organizational type boys' camp in West Poland, Maine. Ed.M., 1956. Program-Aquatics.

100. Considine, Mary Lou. Training Interests of experienced volunteer group leaders in Camp Fire Girls, Inc. (M) Catholic University of America. 1955.

101. Conwell, Elizabeth. A follow-up study of the reactions of 96 responding attendees of the Virginia-Carolina Y-teen conference at Camp Illahee, Brevard, North Carolina in 1949 and 1950. (M) Richmond Professional Institute of College of William and Mary. 1952.

102. Cooper, Stewart E. An evaluation of techniques used to teach campcraft to counselors during precamp education. (D) Indiana University. (in progress)

Purpose of the study is to discover desirable techniques that can be used to teach campcraft skills and knowledges to general camp counselors. Emphasis is placed upon determining those techniques which can be successfully employed during that phase of a counselors precamp education which takes place at the camp immediately before the campers arrive.

Data collected through use of a questionnaire mailed to 1,000 camp owners and directors. Each asked to relate in paragraph form an effective technique for teaching campcraft to counselors with which he was familiar. Positive action only.

103. Couzens, Mary E. The program aide in troop camping: a comparison of the girl and adult concepts of the role of the program aide in a troop camp setting. (M) Wayne State University. 1957.

103a. Cowan, Paul Richard. The camp conference as an adult education medium. (M) Ohio State University. (1955.)

104. Cox, Anabel. The practical use of music in girls' camps. (M) George Peabody College. 1936.

105. Coxe, Richard P. A teaching outline for a unit of instruction in camping for recreation majors. (M) University of Southern California. 1952.

106. Craddock, Arnold Clyde. A suggested school camping program for Kanawha County sixth grade. (D) George Peabody College for Teachers. 1955. Microfilm, 304 pp.

The purpose of this study was to determine whether school camping as an integral part of the curriculum will aid Kanawha County, West Virginia, in achieving the established educational goals. The study involved 1) analysis of better school camping programs, 2) analysis of the Kanawha County school program, 3) comparison of the degree of success in attainment of common goals, and 4) proposing a camping program for Kanawha County if the need was found to exist. Letters were written to sources in all states to locate school camping programs in operation. Questionnaires were sent to camp and school personnel in several states to evaluate learning experiences provided in the camping program. Checklists were sent to Kanawha County teachers and parents, and the manual—programs and the classroom program were carefully analyzed to determine whether a camping program was needed and desired.

Findings of the study: social changes of recent decades have created urgent needs for camping experiences. These needs have grown out of the urbanization of society with accompanying tensions, pressures and separation from basic resources of human life. Educators have concluded that camping is the answer to many of their problems, that enrichment of the educative environment can be achieved through the school camping program. During the past decade nearly 200 public school systems have established camping as part of their curriculum. The common reasons given for camping programs are 1) to provide meaningful first hand experiences; 2) to permit children to live together democratically; 3) to provide a children's community with community problems, privileges, and responsibilities; 4) to broaden interests and develop new interests; 5) to help children establish status and gain a sense of belonging; 6) to help children develop independence; 7) to provide for better pupil-teacher relationships; 8) to provide a variety and adventurous living; 9) to provide good wholesome fun.

The suggested program: the suggested program was composed of before-camp, at-camp, and after camp experiences. The program should be cooperatively planned as an integral part of the total curriculum. Suggested experience should be organized around the subject areas set up in the manuals. In-service preparation should begin immediately through workshops, pilot projects, and other means.

107. Cragg, Nadine A. An evaluation of the year-round school camp for Long Beach, California. (D) University of Michigan. 1952.

108. Craig, Gene. A survey of organized camping in Washington and educational implications. (M) Central Washington College of Education. 1951.

109. Crais, S. Jane. Developmental potentialities of significant camp experience. (M) Louisiana State University. 1941.

110. Cronkhite, Phillip. A study of the opinions of parents about a Jewish center day camp. (M) School of Social Work, Columbia University, 1951.

111. Crecelius, Morris W. An analysis of the first year's program for camping by the Garvey School District, Garvey, California. (M) University of Southern California, 1953.

112. Cross, Alfred. (See William Callard).

113. Crowder, Sidney Melvin. Camping as an educative process. (M) University of North Carolina. 1947.

114. Curry, Abram S. A comparative study of personal adjustment problems of Brethren young people in summer camps and certain non-Brethren young people. (D) New York University. 1948.

D

114a. Dale, Dorothy Evelyn. A study of the achievement of purpose at a church summer camp. (M) Ohio State University. 1945.

114b. Darfee, Florence Natalie. The use of the field trip as a method of teaching natural science in an elementary school. (M) San Jose State College. 1952.

115. Dauber, Jack. Can the intake interview be used as a reliable tool for predicting. (M) School of Social Work, Columbia University. 19 .

116. Davis, Barney E. The status of outdoor education throughout the United States. (M) University of Southern California. 1956.

117. Davis, Ernest J. Summer vacation activities of Nebraska high school pupils. (M) University of Nebraska. 1940.

118. Davis, Ethlene Bivans. A functional camping program in City Park School, Athens, Tennessee. (M) University of Tennessee. 1956.

119. Davis, Magdalene Adams. An evaluation of the Duties of the Community School camp directors in the State of Michigan. (D) Indiana University. 1958, 211 pp. microcard.
School camps included in the study were those in Michigan which operated for a two week or longer period, were on school time, and were conducted for elementary and junior high children. Six national camping authorities and 29 school camp directors in Michigan checked a list of administrative duties as essential, highly desirable, and desirable. Directors were also asked to check those duties which they had performed. Of 178 duties listed, 33 were rated essential, 123 highly desirable, 22 desirable.

120. Davis, Spurgeon C. Some ways public school camping can be successfully organized, administered, and supervised. (M) University of Tennessee, 1956, 170 pp.

120a. DeAngelis, Edith G. A suggested counselor-in-training program for a resident girls' camp. Ed.M., 1955. Staff-CIT.

121. De Marche, David. The measurement and analysis of factors related to success or failure of camp counselors. (D) University of Southern California. 1946.

122. Delaney, Carole Jean. A study of the use of music in the summer camp for girls. (M) University of Texas. 1960.

123. Delman, Bernard. An analysis of the public relations aspects of agency and organizational summer camps. (M) School of Public Relations and Communications, Boston University. 1955.

124. Deming, Cornelia. A comparative study of eight day camps. (M) School of Social Work, Columbia University, 1945.

125. Deneergaard, Robert and Meyer Lightman. Problems of adjustment at Camp Ramapo. (M) School of Social Work, Columbia University. 1953.

126. Dennis, Harry A. A program of organized family camping for agencies. (D) University of Wyoming. 1961. multilithed.
This project was undertaken on the assumption that the family, as the basic unit of society needed to be strengthened. It was further assumed that an organized family camping experience could help build family cohesiveness and in turn our social fabric would be strengthened. Documents were collected from agencies presently engaged in this type of camping and these, together with the opinions of experts, were used in the developing of the program. The appropriateness of particular objectives, administrative practices, and program principles and elements were determined from running a rank correlation on the documentary frequency of appearance and the ranked opinions of a jury of experts.

127. De Paola, Micheal J. Educational values in camping. (M) Ohio State University. 1945.

128. Desgrey, Arthur H. Safety manual for campers. (D) New York University. 1945.

129. Dethlefs, Theodore Alvin. The interests of older adolescents in the State of Washington toward camping experiences. (M) Washington State College. 1952.

130. Deupree, Annie Jo. Staff morale building techniques used in 1959 in selected camps throughout the United States. (M) Texas Woman's University. 1960, 258 pp. Summary in ACA library. Mimeographed report available for 25c from author: Women's Physical Education Department, University of Connecticut, Storrs, Conn.
The purpose of the study was to determine the staff morale building techniques which were used in selected camps throughout the U. S. during the summer of 1959, and to ascertain which of these techniques were considered most effective by the director and the selected counselors of the camps circularized. Data were obtained from questionnaires returned by 128 camp directors and 261 camp counselors representing a total of 170 camps. These data which are presented in tables included general information about the camps, practices during the summer of 1949 which might have effected the morale of camp counselors and, evaluation of 38 specific morale building techniques.
Eight of the ten staff morale building techniques more frequently selected by directors also were selected most frequently by camp counselors as the most important. Of the 12 specific morale building techniques which were ranked highest, five were concerned with providing staff members with definite information about the policies and procedures of the camp, 3 with helping the counselor feel that he was a vital part of the camp, 2 with director-counselor relationships, and 2 with free time for counselors. Fifteen additional staff morale building techniques were suggested by directors and counselors. Seven of these were concerned with director-counselor relationships, 4 with recognizing the counselors contribution to the camp program, 3 with counselor privileges, and one with conduct of the camp program.
The following conclusions are based upon and substantiated by data obtained from the questionnaires returned by camp directors and counselors from 128 camps:
    1. Camp directors and camp counselors are cognizant of, and vitally interested in, the relationship between good staff morale and the ultimate success of the camp program.
    2. The practices utilized in building and maintaining the staff morale is substantially the same in private camps and in organizational camps.
    3. The general rule, camp directors do not evaluate the work of staff members, nor do they ask staff members to complete evaluations.
    4. As a general rule, directors and counselors are in agreement concerning the value of certain morale building techniques.

131. Deur, Raymond C. Social and recreational activities of a winter camp. (M) University of Michigan. 1941.

132. De Witt, Juanita. A study of the use of camp as a service of the family service department of the Brooklyn Bureau of Charities. (M) School of Social Work, Columbia University. 1942.

132a. Dick, Carol Hedvig. A study of the effect of a camp experience on the family as part of the treatment process in a family agency. M. S., School of Social Work, 1951. Welfare Camp, Family Camp.

133. Dinwoodie, Adelaide. Meeting leader's needs through administrative structure; a study of leaders' awareness, perception, ability to use and use of structural assistance in the Girl Scouts of Metropolitan Detroit. (M) Wayne State University. 1951.

134. Dirks, Dempster Perry. Comparative study of the nature and degree of comprehension of socially approved attitudinal values among adolescent boys in probation camps. (M) University of Southern California. 1950.

135. Dolstad, John Douglas. An analysis of the status of a volunteer student conservation program combining education and work experience in Olympic National Park. (M) University of Washington. 1960.

136. Doub, June Fife. Juvenile court referrals to Detroit Girl Scouts, Inc. (M) Wayne State University. 1945.

137. Dowdy, June. A critical study of the qualification and duties of counselors at a selected number of girls' private summer camps in Texas, New Mexico, and Colorado. (M) North Texas State College. 1949.

138. Downey, Doris E. An outdoor education curriculum for El Camino College. (M) University of Southern California. 1958, 78 pp.

139. Downs, Richard J. Twelve children placed in a Catholic charities camp on an emergency basis. (M) Catholic University of America. 1949.

140. Dufty, Gene M. Supervision and training of staff in camping. (M) University of Toronto. 1949.

141. Duncan, Margaret Calvert. The interests and needs of older girls as influencing factors in the development of camp programs. (M) Woman's College, University of North Carolina. 1956.

142. Durfee, Mary Elizabeth. A study of the incidence and content of counselor-in-training programs in New England camps. (M) Wellesley College. 1953.

143. Dyber, J. A. A proposed college course for teaching the theory and technique of fresh water fishing. (M) Springfield College, 1948.

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144. Easley, Ellen. Assimilation of newcomers in a summer camp for girls. (M) University of Minnesota. 1949.

145. Edmondson, William Hawthorne. A survey of a selected group of private camps for boys. (M) University of North Carolina. 1949.

146. Elder, Joseph Marcus. A recommended plan of administration and organization of a school camp for the Lexington Junior High School, Lexington, Kentucky. (M) University of Kentucky, 1941.

147. Eldredge, Myrtle. Personnel procedures used in girls' summer camps. (M) University of Cincinnati. 1934.

148. El Habashi, Zaki I. Recreation in international voluntary work camp's program. (M) University of Wyoming. 1957.
Study revealed that participants consider all camp activities, including work projects, as recreational. Makes recommendations regarding problems related to these camps.

149. Elliott, Jerold E. Multi-use camp site and facility development. (D) Indiana University. (in progress). ACA endorsed.

149a. Ellis, Mary Sue. Meeting the camping needs of handicapped children in camps for the non-handicapped. (M) Ohio State University. 1957.

150. Elton, Richard D. Ranger camps: a traveling camp from 1950 to 1955. (D) University of Buffalo. 1955.

150a. Elwell, A. F. The summer camp: a new factor in education. (D) Harvard University, 1925.

151. Emanuaelson, C. M. Compilation of camp activities suitable for specific areas or all areas which correlate school subjects with school camping. (M) Springfield College. 1950.

152. Emmerling, Frank Conrad. A study of Dream Lake Elementary School winter recreation. (M) John B. Stetson University. 1958.

153. Erickson, Lola. Study of conservation activities in outdoor education program in California. (M) San Jose State College. 1955. Printed in booklet form, 50 pp., available from Conservation Education Section, State Department of Natural Resources, Sacramento 14, California.

154. Ernst, La Verne R. Role of school camping in educational programs. (M) State University of Iowa. 1958. Development of a program for a specific school.

155. Eskenazi, Solomon and Irving Karp. University settlement work camp—an evaluation study of a work camp which serves a children's camp and also the adolescents comprising the work camp. (M) School of Social Work, Columbia University. 1953.

156. Evans, Forrest Furman. The effects of a summer camp arithmetic enrichment program. (D) George Peabody College. 1957.

157. Eveleth, William Tappan. A study of the relationship of interests to peer acceptance of boys in a summer camp. (M) Springfield College. 1954.

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158. Fairchild, Effie Lu. A syllabus for integrating some selected school camping activities into the sixth grade curriculum in Dade County, Florida. (M) Springfield College. 1958.

159. Felty, Isabel K. Parental assessment of apparent values of a camp experience for diabetic children. (M) University of Toronto. 1961.

160. Ferio, Arthur. Trends in school camping with special reference to the Columbia Basin. (M) Washington State College. 1954.

161. Fine, Freda and Sylvia Lieber. A study of the Camp Rainbow children: their background; problems at home; adjustment at camp. (M) School of Social Work, Columbia University. 1939. Camp Rainbow is a camp for the mentally retarded.

162. Fiske, Robert K. A survey and summary of camp record forms used by the camper, the parent, and the camp staff in New England and New York YMCA resident camps. (M) Springfield College. 1960.

163. Floyd, Louise. Children selected through hospital social service for summer camp placement with financial assistance by the Hood Foundation in 1945; Part 2. Children from the Boston Dispensary Children's Hospital, Robert Breck Brigham Hospital. (M) School of Social Work, Simmons College. 1946.

165. Foster, Walter N. Camping applied to physically handicapped individuals. (D) Teachers College, Columbia University. 1948.

166. Fowler, Anita E. Justification, initiation, and organization of school camping as a part of curriculum. (M) University of Southern California. 1951.

167. Fowler, D. E. Mechanics of canoeing. (M) Springfield College. 1936.

168. Fowler, Stephen. A study of the summer camping movement in western North Carolina. (M) University of North Carolina. 1941. 61 pp.

169. Fox, Denver. Utilizing school camp experiences to vitalize classroom instruction. (M) San Diego State College. 1952.

170. Frazier, Faye P. Study of what parents wish for

their daughters from a summer camp program. (M) University of Michigan. 1934.

170a. Frazier, Jean M. Experiences met in establishing a school camping program in the city of Medford. Ed.M., 1953. Outdoor Education—Specific program

171. Freeberg, William H. Law and liability of municipal charitable and private corporations for conducting recreation camps. (D) Indiana University, 1949. 370 pp. Microcards.

172. Friedrich, John A. A study of the extent and desirability of guidance information and practices in Michigan summer camps for children. (D) Michigan State University. 1954.

173. Furness, Anne Marie. Summer day camping, an evaluation of current Vancouver experiences in relation to accepted standards in day camping. (M) University of British Columbia, School of Social Work. 1951.

G

174. Gale, Sydney and Irving Miller. Survey of 23 day camp and play schools in agencies affiliated with the New York metropolitan section, National Jewish Welfare Board, summers of 1945-46. (M) School of Social Work, Columbia University, 1946.

175. Garbee, Eugene E. A guide for conducting crafts in camp. (D) New York University. 1949.

176. Garrison, Cornelius H. A study of the 1959 camp staff salaries in member camps of the Oregon and Washington sections of the American Camping Association. (M) George Williams College. 1959.

A study of salary practices of the designated camps and the opinions of camp directors regarding camp staff salaries. The study found it impossible to draw final conclusions. However, the author indicates some general aspects of camp salaries; men are better paid than women; experience raises salaries; program staff member's salaries are related to age and experience. The author also found that camp staffs are not paid in relationship to their importance in achieving camp objectives, i. e. the group counselor who is rated as very important in achieving camp objectives is actually paid the least of the ten basic camp positions.

177. Garrison, Mildred Dorine (Carder). School camping and outdoor education. (M) West Virginia University. 1952. 385 pp.

178. Gates, Janus Rae. A study of the relationship between behavior characteristics seen at intake and the actual adjustment of children at Camp Hawthorn as seen in the records of the counselors. (M) School of Social Work, Washington University, 1953.

179. Gehrt, Warren J. Runaway boys from Natural Bridge Camp between January 1, 1948, and June 30, 1948. (M) Catholic University of America. 1951.

180. Gershenson, Sydney Joseph. Summer camp scholarships: a statistical analysis of income and expense items in relation to scholarship grants set by Camp Chi of the Jewish Community Centers of Chicago for 1955 and 1956. (M) School of Social Work, Washington University. 1958.

180a. Gibbs, James Robert. Principles and practices of church camps. (B. D.) Huntington College, 1954.

181. Giffhorn, Rosalie. A study of the older camper programs of four selected camps. (M) University of Southern California. 1956.

181a. Gilbert, Gwendolyn Brooks. Social group work in a camp setting. (M) Ohio State University. 1960.

182. Gilbert, Harry. An evaluation of certain procedures in the selection of camp counselors based on objective test data as predictive of practical performance. (D) New York University. 1951. 219 pp. microfilm.

This study represents an attempt to discover the extent of the relationship between certain characteristics of camp counselors and their performance on the job.

Seven boys' camps were selected for the study. Each camp was visited and each of the counselors with the exception of head counselors and key specialists was given the following battery of tests: Wesman Personnel Classification Test Form A; Bennett Comprehension Test, Form AA; and the Minnesota Personality Scale for Men. In addition, a brief experimental edition of a specially devised counselor mental hygiene test was administered as well as a "counselor background data" questionnaire. Total number of counselors studied was 153.

Two measures of performance were obtained to serve as criteria of success. One was a ten-point rating of each counselor by the camp directors. The other was an application of the nominating technique whereby the counselors themselves selected the best and worst of their colleagues.

Two approaches were employed to study the validity of the predictive data, the correlation and comparison of means of best and worst counselors. Comparison of means of best and worst counselors revealed significant differences in intelligence and mechanical comprehension scores, age and years of schooling. The multiple cut-off procedure was employed whereby the following critical scores for elimination purposes were demonstrated hypothetically to be useful in improving retained counselors, according to the criteria of success: Wessman Personnel Classification Test score below 28, Bennett Mechanical Comprehension Test score below 31, age below 18 and years of school below 12.

Certain limitations of the research preclude adoption of the proposed critical score technique without further study. The most important limitation is that inter-camp variability is significantly higher than intra-camp variability. Another limitation lies in the possible differences between test scores which may be obtained by applicants, where other emotional factors enter, and those obtained in this study by counselors already employed.

183. Gill, Mayda Belle. A history of Tennessee School camping. (M) University of Tennessee. 1959. 139 pp.

184. Gilliland, John W. A study of administrative factors in establishing a program of school camping. (D) New York University. 1949.

185. Gjertsen, Arthur Edward. An analysis of accidents and injuries occuring in organized camps in the State of Michigan with recommended accident prevention procedures. (D) Indiana University. (in progress). ACA endorsed.

186. Gleckler, Margaret Jacqueline. A study of the status of camps for physically handicapped children in the United States. (M) Texas Woman's University. 1952.

187. Godfrey, Barbara B. Leadership training in camping for the handicapped. (D) University of Southern California. 1958. ACA endorsed.

Study included only agency-sponsored camps of at least 5 days duration which provided 24 hour custodial care for physically handicapped children. Information obtained by questionnaire, opinionaire, interview, review of pertinent literature, and experience. The study resulted in a guide for planning leadership training for counselors in camps for physicially handicapped children.

Findings: literature on leadership training for counselors in camps for handicapped is very limited. From the responses to the questionnaires a fairly comprehensive picture of typical camps for handicapped children was obtained. Minimum counselor qualifications prevailing included emotional maturity, high school or college education, previous camp experience, letters of recommendation, recreation or group leadership skills, and evidence of interest in children and camping. In general, counselors must be more mature than those in camps for normal children, and they should possess a higher level of skill in crafts, skits and stunts, games, and campfire activities. The opinionaire responses provided information about what is considered desirable in leadership training.

Conclusions: minimum training for counselors in camps for the handicapped should include a 3 or 4 day precamp session in which the following topics are covered: general camping information, problems of the handicapped, program techniques, camping skills and adaptations to the needs of the handicapped, program techniques, camping skills and adaptations to the needs of the handicapped, and the specific duties which the counselor will perform in camp. Optimum training should include a longer precamp session at the camp site, with coverage of additional topics, such as child growth and development with emphasis on the psychology of exceptional children, program planning, teaching techniques, techniques of outdoor living, and observation of handicapped children. There was sufficient evidence of differences in the effectiveness of minimally and optimally trained counselors to warrant focusing objectives for leadership training on the optimum rather than on the minimum.

188. Goldfaden, Allen. A counselor's manual for Sprout Lake Camp of the Associated Cardiac League, Inc. (M) School of Social Work, Columbia University. 1952.

190. Goodman, Bernice. Supervision of camp counselors from the viewpoint of supervisee. (M) School of Social Work, Columbia University, 1952.

191. Goodman, Harvey. Some of the values in camp experiences for children as seen in a family agency. (M) School of Social Work, Columbia University, 1952.

192. Goodwin, Henry Elmer. The development of certain phases of the crippled children's camping movement with primary consideration given to Camp Daddy Allen and Camp Greentop. (M) Pennsylvania State University. 1955.

193. Gordon, Alan. Camp application treated as intake in a small family service agency. (M) School of Social Work, Columbia University, 1948.

194. Gordon, Beulah. A study of parental attitudes regarding Camp Willowemoc. (M) School of Social Work, Columbia University, 1947.

195. Grant, Harold. County probationary camps in California with special attention to the establishment operation and effectiveness of the Del Norte County Camp. (M) Drake University. 1958.

196. Gray, D. Larry. A comparative study of YMCA administrative practices in regard to outdoor education in public school systems. (M) George Williams College. 1961.

197. Gray, David E. Identification of user-groups in forest recreation and determination of the characteristics of such groups. (D) University of Southern California. 1961 microfilm.
Identified five primary forest user-groups: fishermen, hunters, hikes, nature students, and campers. Each of these groups has a character of its own and an identifiable profile of characteristics substantially different from the others. Information sought by questionnaire included age, sex, marital status, occupation, annual income, formal educational achievement, forest recreational interests, average length of stay on a forest visit, possession of residential property in a forest area.

198. Grazee, Jean Hodges. Water safety instructional materials based on an analysis of drowning and present practices in water safety instruction. (M) University of Oregon. 1960.
An analysis of all cases of drowning in Lane County, Oregon, between 1940 and 1955 classifies the drownings by age, month of year, locality, type of activity engaged. Accidentally slipping or falling into water was first cause; 2nd drowning as a direct result of fishing; 3rd was motor accidents which resulted in drowning. Drowning of persons engaged in swimming activities was 4th and boating activities 5th. Survey was made of what was being taught in water safety instructional material in safety education classes and in swimming classes in schools, recreation centers and under the auspices of various organizations; and of what material is available for use in water safety instruction. On the basis of the findings, a detailed outline for a water safety instructional unit was constructed. Outline includes recommended common basic content, suggested activities, evaluative measures, and materials including safety practices for various situations, and an annotated list of films, posters, pamphlets.

199. Greenlaw, Helen M. A study of the camp responsibilities to determine educational training necessary for effective leadership. (M) Claremont College. 1940.

200. Grimshaw, William. The administration of day camps in the United States. (D) New York University. 1941.

200a. Grindle, Lydia Helen. A study to evaluate a family service camp: based on children accepted for camp in the summer of 1948. M. S., School of Social Work, 1949. Welfare Camp. Family Camp.

201. Grinnell, Wiley Beall. The organization and development of a summer camp for boys. (M) Southwest Texas State Teachers College. 1946.

202. Guilford, Thomas W. A proposed camping program for the White Public Schools of Alabama. (M) University of Alabama. 1947.

203. Gustafson, David W. A study of peer acceptance in a camp population. (M) University of Texas. 1955.

204. Gustafson, Roland. A proposed school camping program for the eight public schools of Dickenson County, Iowa. (M) Drake University, 1955.

205. Guyton, Gladys. Camp counselor training in a group centered camp. (M) School of Social Work, Columbia University, 1948.

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206. Haddock, Dorothy. The social administration of camps in the Louisville area. (M) School of Social Work, University of Louisville. 1939.

206a. Hall, John Louis. The settlement camp fitting into the settlement idea. (M) Ohio State University. 1933.

207. Hall, William Bradford. A use plan for conservation education on two land areas reserved to the Mill Lake and Cedar Lake School camping group. (M) University of Michigan. 1953.

208. Hallman, Barbara. A description and evaluation of the training program for selected senior Girl Scouts at a Girl Scout camp. (M) School of Social Work, University of Southern California. 1950.

209. Hamilton, Donald E. A description of the program for four decentralized camps. (M) School of Social Work, Columbia University, 1952.

210. Hamm, Marvin Eugene. A comparison of the leisure time patterns of middle and lower economic child groups. (M) Ohio State University, 1951.

211. Hammerman, Donald R. An historical analysis of the socio-cultural factors that influenced the development of camping education. (D) Pennsylvania State University 1961. 210 pp. microfilm.
Statement of the problem: what socio-cultural forces were operating during the period 1930-1960 which either contributed to the inception of the camping education idea, or influenced its development? The major objective was to examine basic socio-cultural forces that influenced the development of camping education. Subsidiary objectives were 1) to document the rise and development of camping education, 2) to trace transitional patterns and establish significant trends through which camping education progressed, and 3) to assess the current status of school camping and explore the question of what should be its ultimate role in education.
Method of research: the synthetic, or eclectic theory of historical interpretation was employed in treating the problem. This theory maintains that historical developments of any age are dependent upon multiple causal factors of which the collec-

tive psychology of the period is the most dominant. Information necessary to the solution of the problem was 1) background data relative to the inception and subsequent development of camping in education, 2) data concerning the socio-cultural scene during the period 1930-1960, and 3) descriptive data regarding the current status of school camping.
Summary: the documentation of camping education's rise and development was organized chronologically. The interpretation and analysis of the socio-cultural influences, pertinent to the problem were treated topically. The major characteristics of camping education's three developmental stages were described. These three stages were: the period of inception, the period of experimentation, and the period of standardization. Relationships between developments in school camping and the various socio-cultural influences were explored. Finally, inasmuch as historiography should stress the possibilities for applying the interpretation of data to current issues and problems, the ultimate role of school camping to education and to teacher education was discussed.

Conclusions:

1. The emergence of school camping as an integral part of American public education was socio-cultural in origin. Philosophical, educational, social, political, and economic influences were instrumental in shaping the development of camping education.
2. The modern movement of camping education was the embodiment of an ideology whose origins can be traced to the doctrines of Rousseau, Pestalozzi, Herbart and Spencer.
3. The detrimental economic and social effects during and immediately following the Great Depression prompted a re-appraisal of the objective of education. School camping was simply one form of curriculum experimentation.
4. The educational program of the Civilian Conservation Corps laid the groundwork for public school camping. The C. C. C. also provided physical facilities that were later used to initiate pilot camping education projects.
5. Camping education was an expression of the pragmatic or experimentalist influence on education. It was an outgrowth of the broadened objectives of education, and the expanded function of the American public school.
6. As the needs-structure of society change so must the functions of its institutions change. Social institutions also have the obligation to perpetuate the desirable features of the social order. School camping was the embodiment of education's task to preserve and promote the democratic ideology.

212. Hammerman, William M. An investigation of the effect an outdoor education experience has upon elementary education students' understanding of how learning is facilitated. (D) University of Maryland. 1957.

212a. Hanawalt, Dwight Lewis. An analysis and evaluation of the resident camping program of the Church of the Brethern. (D) Indiana University, 1961.

213. Hanson, Robert Fred. A survey of organizational interest in the development of group camping in the Columbia Basin. (M) State College of Washington, 1954.

214. Harold, Melvin M. Camping for handicapped children. (M) Ohio State University. 1949.

215. Harrison, G. A. A history of camp leadership training at Springfield College. (M) Springfield college. 1952.

216. Harristhal, Joann W. In-service training for school camp leaders. (M) State University of Iowa, 1953.

217. Hart, Thomas A. The establishment of principles of human relations that may be used in the transition of all white or all Negro camps to interracial camps. (D) School of Education, New York University, 1958.
The study made an effort to derive and validate principles of human relations which may be used in the transition of the camps indicated and to determine the workability of each by application to select group of camps. Principles were determined from statements of human relations and camping obtained from literature. Statement validation was done by documentary analysis and a jury of experts in interracial camping. 23 principles were formed into 7 major groups: philosophy, objectives, organization and administration, leadership, selection of campers and counselors, program, and public relations.

218. Hartman, Charlotte M. Program interests of junior high school Scouts. (M) Catholic University of America. 1950.

219. Hartman, Terry Gilbert. Camping for older adolescents. (M) State College of Washington. 1953. 170 pp.

220. Hartson, Margie Ayleen (Lock). Potential elementary science values in school camping. (M) University of Texas. 1955.

221. Hatow, Sam. (See Leon Cantor)

221a. Hauber, Jerry. The insurance problems of camps operating travel programs. (M) George Williams College (in progress) Endorsed by A.C.A.

222. Hebel, Everett L. School camping in New Jersey; suggested organization and administrative procedures for conducting school camp programs. (D) New York University. 1957.
Makes 51 recommendations for organization and administration of the state's school camps.

222a. Heinlen, Lois Bernadine. A study of the educational values of organized summer camps for adolessents. (M) Ohio State University. 1939.

223. Heller, Betty. A study of Camp Willowemoc—coracial, co-educational. (M) School of Social Work, Columbia University, 1946.

224. Heuck, Marion. Comparison of the objectives, programs and activities in various types of organized summer camps for girls. (M) State University of Iowa. 1941.

225. Hickfang, Boots Cooper. Recommendations for systematic development of the camp site leased by the Texas State College for Women at Lake Texoma. (M) Texas State College for Women, 1955.

226. Hill, Arthur. A survey of fundamentalist Christian camps. (M) Springfield College. 1958.

227. Hoberg, Carlton P. A plan for the integration of instruction in conservation of wildlife resources into the physical education curriculum of Glenn County High School. (M) Chico State College. 1955.

228. Hoddick, Nancy Ann. A study of counselor training programs in private camps for girls. (M) Cornell University. 1954.

229. Hoffhine, Mary Ann. A proposed organization and administration of the San Diego Camp Fire Girls Camp. (M) San Diego State College, 1952.

230. Hogan, T. L. An outdoor education program. (M, "qualifying paper"). Northern Illinois University. 1954. (non-circulating, available only on NIU campus or at Field Campus).

231. Hogue, Mahala. Fresh Air Camp of the Chestnut Ridge Recreation Association. (M) West Virginia University, 1940. 68 pp.

232. Holden, Marjorie. A study of children with rheumatic fever in a camp for children with cardiac disease; observation of some of the emotional problems and their implications. (M) School of Social Work, Columbia University. 1942.

233. Holden, Norma B. A correspondence course in camp technique and management. (M) Louisiana State University. 1937.

233a. Holden, Raymond Henry. Changes in body imagery of physically handicapped children due to summer camp experience. Ed. D., 1960. Handicapped.

234. Holland, Arthur G. An instructor's manual for canoeing. (M) George Williams College. 1954.

235. Hollandsworth, James Guy. Contribution of the summer camp to a general science course. (M) George Peabody College. 1938.

236. Hollenbeck, E. Irene. A report of an Oregon school camp with program emphasis upon outdoor science experiences. (D) University of Colorado. 1958. microfilm.

The chief purpose of the study was to investigate the feasibility and value of presenting outdoor science experiences at a school camp.

To secure data for the study a pilot science school camp was organized and held the last week of April, 1957, in Southern Oregon. 22 fifth and sixth grade children were taken on morning and afternoon field trips by resource people expert in the areas of conservation, geology, ornithology, forestry, and aquatic biology.

An analysis of this type of learning experience was made by a study 1) the precamp and post-camp sociometric tests, interest inventories, and artistic representations, 2) opinion questionnaires to parents and participants, and 3) interviews with the classroom teacher, resource people, and administrators.

Findings indicated that science experiences in the school camp were worthwhile because the children showed evidence of growth in an appreciation of the inter-relationships of living things and of the beauties of nature, developed knowledges and skills related to outdoor science and outdoor living, exhibited desirable attitudes toward conservation practices, and acquired new science interests.

Results of the investigation prompted the writer to recommend 1) that directors of camp be encouraged to increase their use of skilled science personnel, 2) that more communities experiment with presenting outdoor science at school camps, and 3) that college courses for camp counselors include a unit on nature or outdoor science.

237. Horner, Cicely Vanderveeke. Correspondence course of the principles of leadership in summer camps. (M) George Peabody College. 1927.

238. Hoskin, Dale. A guide of administrative organization for use in establishing school camping programs. (M) University of Southern California. 1950.

239. Houck, Ivan D. The American camp movement: its educational and social significance. (M) Temple University, 1931, 88 pp.

240. Howenstine, William Lester. An evaluation of conservation education in relation to the total program of eight school camps. (D) University of Michigan. 1959. 219 pp. microfilm.

The purpose of the study was to evaluate the status of conservation education in a selected group of 8 school camps with particular reference to: a) the emphasis placed on conservation education in comparison with other subjects of the camp program, and b) the relationships that exist between conservation education and the employment status of the leaders involved in the camp program.

The investigator observed each school camp for about one week each. A time study and descriptive record were made of all activities observed. In addition, the staff members of the camps were interviewed and participated in a selection device to determine the relative importance which they placed upon 28 potential objectives for school camping. The results of the objectives selection showed a significantly high rating given to 2 of the 4 groups of objectives—the social objectives and those objectives dealing with natural science and conservation. A significantly low rating was given to the group of objectives dealing with physical education, health, safety, and recreation. Conservation education as a specific objective was rated very high. In contrast to the high rating of conservation, the observations of actual camp programs showed very little attention given to conservation education. However, much attention was devoted to natural science in the camp program.

The time study of the program showed interesting differences in stress given the various school subjects and to planning and evaluating activities. While school camping can have application in many subject fields, this study indicates that it has particular relevance to conservation, natural science, physical education, and democratic citizenship.

In conclusion, inadequate preparation of teachers in the field of conservation seems the major reason for the slight emphasis which these camps gave to conservation education in their programs in spite of their stress upon conservation education as a primary objective. With problems of resource management becoming increasingly important, it is urgent that fuller use be made of the educational opportunities presented by school camping in the field of conservation; the author proposes in the last two chapters several ways of meeting this challenge.

242. Hubbell, Josephine. A philosophical analysis of the spiritual and moral values in camping. (D) New York University. 1956.

Five sub-problems were used to study the potential for moral and spiritual values in camp: 1) criteria for spiritual and moral values were established; 2) the camp program was identified and delineated; 3) implications in education for realizing spiritual moral values were considered and 4) from these implications was drawn a relationship between educational implications and performance of camp program: 5) guiding principles that should tend to foster spiritual and moral values were developed.

Results: the area of summer camping has high, but relatively undeveloped potential for the realization of spiritual and moral values. Several tangible ways in which those charged with leadership in camp can bring about awareness and appreciation of these values are offered.

243. Huff, Betty. Human relations in camp administration. (M) School of Social Work, Columbia University, 1953.

244. Hulett, Florence M. A quantitative and qualitative study of facilities for school camping and outdoor education on state owned lands in Illinois. (D) University of Oregon. 1960. microcard.

The purpose of the study was to evaluate the facilities for school camping and outdoor education in the state-owned lands in Illinois and to make recommendations for their use and/or improvement. Data were obtained from 1) a review of the literature on recreational camping, school camping, and outdoor education with special emphasis on information pertaining to facilities; 2) examination of conservation department publications relating to state-owned lands; 3) personal visits to the areas under investigation; 4) interviews with the custodians of the areas; 5) conferences of conservation personnel and leaders in school camping and outdoor education; 6) 9 years of experience as director of a school camping program in addition to more than 15 years of experience in recreation camping.

The evaluative criteria developed into a survey form resulted from a frequency tabulation of references to facilities from 10 selected authoritative sources.

The study has pointed up the fact that the lands acquired by one state for parks, memorials, conservation areas, and forests provide excellent resources for enriching the curricular offerings of the public schools, and that the conservation department actively supports and promotes educational use of the lands.

245. Hullett, Bruce. Proposed school camping program for the sixth grades in the State of Maryland. (M) University of Maryland. 19—.

246. Hyman, Donald E. Outdoor education programs in Illinois schools; a survey. (M) Illinois State Normal University. 1958.

I

246a. Ingram, Billie. An evaluation of counselor's handbooks obtained from selected resident camps for boys and selected resident camps for girls. (M) Texas Woman's University, 1961.

247. Irvin, Jean A. A survey of the attitudes of high school girls toward camping education as part of the physical education program. (M) Ohio State University, 1958. 64 pp.

Purpose: to determine if there is a need for a camping education unit as a part of the high school physical education program for girls.

Procedure: a questionnaire was distributed to 12 schools in the Columbus, Ohio, area to be answered by juniors. 292 were returned.

Results:

1. About 10% had a unit of camping in the physical education program and as an extracurricular activity.
2. 60% would like such a program—camping ranked 8th in a list of 25 activities possible—outdoor cookery was the most popular form of camping.
3. 70% had done summer camping; 38% weekend camping with families; and 10% had attended school camps.

248. Irwin, Frank L. Camping education; a book dealing with the educational aspects of camping. (D) New York University. 1948.

249. Irwin, Lucietta. A study of some etiological considerations in the distribution of contagion-frequency in two group camps. (M) Wayne University, 1948.

250. Ishimoto, Winifred Hatsune. A study of referral process between group work and case work agencies and the use of this process by a summer camp and a public agency from May 1, 1951, to March 1, 1952. (M) School of Social Work, University of Hawaii. 1952.

J

251. Jaffe, Eugene. Camping for older adults; a survey of Jewish Community Center experiences, as reflected in annual camp reports, with a camping program for older adults. (M) Wayne State University. 1958.

252. Jensen, Barbara Ellen. Campers' attitudes toward program experiences indigenous to the natural environment. (M) State University of Iowa, 1963, 245 pp.

An exploratory study was made to investigate the possibilities of using a self-rating technique of attitude scaling in the measurement of attitudes of campers ages thirteen to fifteen. The attitudes measured were those which related to program experiences indigenous to the natural environment—sometimes referred to as "real camping" experiences.

Six concepts were chosen from the literature to represent six different aspects of the term "real camping"—pioneering or adventurous living, simple or primitive living, selected hazards in out-of-doors, work as being an integral part of living, nature curiosity, and beauty in nature. From the six concepts a situation-response attitude scale, using a multiple-choice type item, was developed and checked in a pilot test for reliability by the split-half method and for validity by the interview rating method. Coefficients for experienced campers ages thirteen to fifteen were accepted for reliability and total validity; however, the coefficients for the concepts considered separately, for inexperienced campers, and for younger campers were not accepted.

The scale was used at the beginning and end of the camp session with 125 campers in eleven different camps in the Harriman Section of the Palisades Interstate Park in New York. There was a mean change in attitude for the total group in the form of a regression from the beginning to the end of camp experience. Besides the total mean change, four of the eleven camps had changes in the form of a regression of attitude which were significant beyond the .05 level of significance.

The camps were also studied in relationship to ten program and staff organizational factors. No statistical procedures were used for this part of the exploratory study, but observations were made as to the relationship of the factors to camps with statistically significant changes in attitude. There appeared to be some relationship between size of unit and regression of attitude—the larger the unit, the more regression; between aptitude of counselor—the higher the rating on the DeMarche Scale (which did not measure aptitude in "real camping" activities) the more regression; and between number of program activities indigenous to the natural environment—the fewer "real camping" activities, the more regression.

253. Jensen, Carl. (See Robert C. Burgess)

254. Jewett, Harriet Barbara. A study of the effectiveness of a therapeutic program in camping for the handicapped. (M) University of Michigan. 1952.

255. Johnson, Dean. An evaluation of the leadership in the Young Women's Mutual Improvement Association camping program in the stakes of the Church of Jesus Christ of Latter Day Saints. (M) Brigham Young University. 1959.

256. Johnson, Eugenia. A survey of girls' camps in Texas to determine the educational, sociological and recreational standards maintained. (M) Southwest Texas State Teachers College. 1948.

257. Johnson, Jasper H. An analysis of the procedures utilized in the development of an outdoor educational camping program for selected public schools in the State of Washington. (M) University of Washington, 1952.

258. Johnson, Karen. A study of present day organized camping in North Carolina. (M) University of North Carolina. 1957. ACA library. Reprinted by Southeast section of ACA.

This study presents an up-to-date account of all organized camping in North Carolina, giving a broad view of its present status and making recommendations for the progress of camping in this State. Special theories held by various camp directors and authorities are presented and analyzed. The study concludes with the compiling of a directory of North Carolina camps.

258a. Johnson, Margaret E. Nature education materials in the group work program with an annotated bibiography. (M) Western Reserve University. 1938.

259. Johnson, Tessa. An evaluation of a semi-objective method for appraising selected educational outcomes of school camping. (D) University of Southern California. 1957. microfilm.

The study was an evaluation of a proposed semi-objective method for appraising selected educational outcomes of one week of secondary public school camping.

Theoretical educational outcomes associated with school camping were determined from the literature. General criteria for the evaluation of methods for appraising educational outcomes were established under the headings:

1) goal; 2) practicality; 3) immediate objectives; 4) camp program organization; 5) defining objectives; 6) effective instrument; 7) qualified researchers; 8) cooperation; 9) feasibility; 10) information elicited.

A semiobjective method for appraising educational outcomes associated with school camping which consisted of 4 different techniques were proposed. The proposed techniques utilized: 1) teachers' grades in general science, social science, and citizenship; 2) self-rating activity check list of pupil interests; 3) a peer-rating "guess who" questionnaire of pupil behavior traits and 4) a sociometric questionnaire of social status.

The appraisal method involving those four techniques was applied in a specific camping situation. Parallel groups of camper and non-camper were drawn from the school population. The camper and non-camper pairs were matched in terms of sex, school, school year, specified class and IQ. Differences in the amounts of change occuring in each pair as measured by the information elicited by each of the four proposed appraisal techniques were analyzed statistically.

In general the four appraisal techniques satisfied the criteria established for evaluating methods of appraising educational outcomes. The exceptions are:

1. Teachers' grades did not identify relevant information concerning statistically significant changes in general science, social science and citizenship associated with one week of camping experience.
2. The self-rating activity check list elicited some relevant information concerning changes in pupil interest associated with camping experience but these changes were small and few in number in relation to the large scale objective of school camping; the same could be said of the "guess who" questionnaire which elicited information concerning significant changes in pupil behavior traits.
3. The sociometric questionnaire did not identify measurable changes in individual social acceptance.
4. The sociometric questionnaire identified measurable changes in group cohesion or integration, but the amount of information elicited was small in relation both to the large scale objectives associated with school camping and to the time required to analyze the sociograms.

260. Jones, Arthur Lewis. The effects of summer programs on boys' physical fitness. (M) University of Maine. 1935. Reported in **Research Quarterly** March, 1935 supplement, pp. 144-149.

261. Jones, Dorinda Allen. Studies in camp counselor recruitment and retention, Part I: General objectives, methodology and recommendations, and consideration of characteristics of young adults in relation to counselor recruitment and retention. (M) Wayne State University. 1955.

262. Jones, Raymond P. The development and description of a camping program for the cerebral palsied (M) Springfield College. 1956.

263. Jordon, Mary Edna. A proposed campcraft program for boys and girls. (M) Oregon State College. 1957. 133 pp.

K

264. Karis, Peter. Licensing of established camps for children in California. (M) University of Southern California, School of Social Work, 1953.

265. Karman, Sophie. The use of the summer camp as treatment in a group of children. (M) School of Social Work, Columbia University. 1943.

266. Karp, Irving (see Solomon Eskenazi)

267. Kassander, Gary M. A survey of school camping. (M) West Virginia University 1959. (available Dept. of Recreation). Abstract ACA library.

The purpose of this study was to determine the nature and scope of school camping in the U. S., in terms of legal restrictions, organization, administration, supervision, financing, personnel involved in the program, the nature of the program, the people for whom it was designed, and the facilities used. A questionnaire check-list was used. Names of schools were obtained from state supt., of schools.

268. Katz, Arthur. A study of recreation for blind adults in a summer camp setting. (M) School of Social Work, Columbia University, 1952.

269. Keck, Elinor B. A follow-up study of a camping experience for aged women. (M) School of Social Work, Boston, University, 1955.

270. Keller, Roy J. A survey of group camping and outdoor educational resources in the Columbia Basin. (M) State College of Washington. 1954. 108 pp.

271. Kennedy, Dorothy Jean (Morrow). Thirty families accepted from Camp Lanning (1951) by Family Service of New Haven (A study of what a casework agency can contribute to the question of who should go to camp). (M) School of Social Work, University of Connecticut. 1952.

272. Kershner, Mildred J. A study of camping as an educational experience. (M) Claremont College. 1948.

273. Kinder, Ada. Special needs of children under casework treatment that gives to the need of developing specialized camp service. (M) School of Social Work, Columbia University, 1945.

274. King, Stanley. Some factors related to group acceptance of day camp children. (M) School of Social Work, Washington University, 1949.

275. Kinnamon, Ronald. A camp director's manual for staff training. (M) George Williams College. 1960. This manual covers the basic items to be brought out in the training of program staff persons. It presents various topics and suggests ways of conveying the subject matter to the camp staff. It is the intention of the author that this manual will provide camp directors with a resource on the basis of which the camp director can develop specific training programs.

276. Kinzie, David M. Parental assessment of change in handicapped children resulting from a camping experience. (M) University of Toronto School of Social Work. 1958.

A study concerned with the physical, social and emotional growth of handicapped children resulting from attendance at a camp for crippled children, as observed by their parents.

The sample comprised 28 children from Metropolitan Toronto, 16 boys and 12 girls 8 to 12 years of age, who attended camp for either 2 or 3 consecutive summers. The author used an informal interview schedule to interview both parents and children in their homes in order to explore changes experienced by children in 5 areas: peer relationships, special interests and skills, group living, walking and talking, and self-care. Upon completion of the interviews, use was made of the social histories and camp reports.

While recognizing that other factors may also have been at work, nevertheless the information gathered tends to substantiate the hypothesis that attending a camp for crippled children has proved to be very instrumental in bringing about many of the changes later displayed by handicapped children. On the other hand, the data also point out that many benefits derived from a camping experience are not utilized to the fullest extent by some children upon their return home, partly because of parental over protection or rejection, or a lack of interpretation, understanding or insight on the part of the parents, and also on the part of the child, his peer group, his siblings and the community in general.

277. Kirby, Thomas J. A study of the family camping program as conducted by four churches held at college camp. (M) George Williams College. 1954.

277a. Kirk, John J. An analysis of state laws effecting the operation of children's summer camps in the United States with a suggested universal legislative structure. (D) University of Michigan (in progress) Third ACA Research Grant Recipient.

278. Kleindienst, Viola K. A study of the experiences of camping for the purpose of pointing out ways in which a school camp program may supplement the elementary school at the sixth grade level. (D) New York University, 1957. Microcard.

Study determines the potential contribution of camp experiences to the achievement of sixth grade objectives and implications for the elementary school curriculum.

Methods: literature research for development of types of camping experiences; national survey for development of sixth grade objectives; jury technique for evaluation of experiences and their potential to contribute to statements of sixth grade objectives.

Results: 1) statements of camp experiences that experts in the field of school camping judge to have valuable educational potential to contribute to the achievement of sixth grade objectives. 2) statements of principles with respect to school camp program organization, school camp program administration, and selection of school camp program experiences. 3) implications for the elementary school.

279. Kleinkauf, Jack E. The administrative practices in church camps. (M) University of Wyoming. 1955.

280. Klinger, H. F. K. How schools finance camping. (M) Teachers College, Columbia University, 1954.

281. Knapp, H. Jean. Recommended evening programs for public school camp administrators. (M) Texas Woman's University. 1946.

282. Kneuer, Anna. Survey of the Program of Established Girl Scout Camps. (M) School of Social Work, Columbia University. 1935.

283. Knierim, Helen (Susie). The Development of an Instructional Filmstrip on Selected Campcraft Skills. (M) State University of Iowa. 1961. The instructor's manual and filmstrip series on "shelters" is available from the ACA.

284. Koch, William H. A study and analysis of the camp study project of the Community Council of Springfield, Massachusetts, 1952-54. (M) Springfield College, 1954.

285. Kodama, Setsuko. The growth of Girl Scouting on Oahu (1917-1954). (M) School of Social Work, University of Hawaii. 1955. Has a little bit about the Girl Scout camps.

286. Kodis, V. S. Study of day camping in the vicinity of Springfield, Massachusetts, with a resulting pattern for day camp organizations. (M) Springfield College. 1938.

287. Koff, Theodore H. Camp Well-Met's relations to the Jewish Community Center in the New York Metropolitan areas affiliated with National Jewish Welfare Board. (M) School of Social Work, Columbia University, 1953.

288. Kohnstamm, Richard. Teen-agers in present-day agency camping. (M) School of Social Work, Columbia University. 1953.

289. Krablin, George Henry. Selected principles for the administration of secondary school winter sports programs. (D) Syracuse University. 1956.

290. Kranzer, Herman C. A study of Clear Lake Camp's contributions to the elementary curriculum. (M) University of Michigan, 1952.

291. Kranzer, Herman C. Effects of school camping on selected aspects of pupil behavior—an experimental study. (D) University of California, Los Angeles, 1958. Microfilm. (UCLA Education Library).

The purpose of the study was to measure objectively the social, emotional, intellectual, physical, and democratic group living effects of a continuous 5-day school camping experience on two sixth grade classes. A subsidiary problem was to study the influence of school camping on the improvement of instruction in its broadest sense.

Two groups were drawn to compare the effects of camping experience on the sixth graders. They were equated with respect to age, sex, IQ, socio-economic status, and home and school environment.

Two standardized tests and four sociograms were used as evaluating instruments—Wood's "Behavior Preference Record," Elementary Forms A & B to measure the development of democratic ideas, skills, and practices; "Haggerty-Olson-Wickman Behavior Rating Schedules" to determine intellectual, physical, social and emotional adjustments. The two groups were rated twice—two weeks before and two weeks after camp; results of the data were tabulated and analyzed in terms of raw score gains and significance levels of observed differences between means of equivalent measures.

The subsidiary information concerning the influence of school camping on the improvement of instruction was obtained by using a variety of objective and semi-objective instruments and procedures. A "before-camp and after-camp" rating of the teachers' effectiveness was made using Baxter's "Rating Scale of the Teacher's Personal Effectiveness." The data were tabulated and analyzed for gains or losses on the various characteristics rated. Questionnaires concerned with the emotional implications and values of school camping were administered to parents and camp visitors. These questionnaires were subjected to item analysis and frequency distribution treatments in order to facilitate interpretation. Teachers kept log of pre-and post-camp classroom activities and were asked along with the student counselors to submit statements of evaluation in narrative form. The logs were surveyed for types of activities according to a list of criteria in order to provide some insight into the quality of instruction while key statements from the evaluations were presented for analysis.

Conclusions:

1. School camping seems to effect desirable social and democratic behavioral changes among sixth graders more rapidly than might take place in the regular classroom.
2. Sixth grade boys and girls of low mental abilities may tend to improve slightly in critical thinking as a result of a camp experience.
3. School camping seems to have no significant effect on children's stated preference for various characteristics of democratic behavior.
4. As shown by teachers' ratings, total group social gains accrue as a result of school camping beyond normal classroom expectancy.
5. In the opinion of teachers, school camping appears significant to improve general classroom behavior over a period of time in which similar gains do not usually occur in a regular school program.
6. Intellectual, physical, and emotional traits are not significantly affected by a school camp experience, nor are common problem behaviors, according to teachers' ratings.
7. No significant changes, trends, or patterns in group associations or dis-associations occur as a result of school camp.
8. School camp appears to have no significant measurable effects which are related to sex or I. Q.
9. According to student counselor ratings, teacher effectiveness improves after a school camping experience.
10. Parents appear almost unanimously to favor school camping, and attribute a variety of social, intellectual, emotional, and physical values to this activity.
11. Health, social, and emotional outcomes, including good teacher-pupil relationships are derivatives of school camping.
12. School camping seems to stimulate types of classroom activity which are consistent with good instruction.
13. According to teacher and student counselor evaluations, school camping helps to improve group and teacher-pupil relationships, increases motivation for classroom work, and results in noticeable social gains for many children.

14. In the function of teachers, parents, student counselors and visitors, school camping effects more favorable social and democratic behavior changes in children than children themselves indicate on the "Behavior Preference Record."

292. Krasner, Aaron. The relationship of selected behavior traits to group acceptance, campers eight to eleven years of age, at a summer camp. (M) School of Social Work, Washington University, 1950.

293. Kuhnen, Sybil. The effectiveness of field trips in the teaching of general botany. (D) New York University. 1960.

L

293a. Ladin, Irving. A survey of problems and practices in training camp counselors: in-camp preseason training. M.S., School of Social Work, 1953. Staff Training.

294. Laipple, Helen. A proposed manual for the development of a school camping program at McKinley School. (M) University of Southern California. 1954.

294a. Lakis, James Stephen. A study of the camp experiences of fifteen boys who attend Camp Wediko in 1953. M.S., School of Social Work, 1954.

295. Lambert, Claud S. The effects of six weeks' camping on the physical development of boys. (M) University of Texas. 1940. Reported in **Research Quarterly** March, 1941. vol. 12 no. 1, pp. 77-82.

296. Landon, Lucy. Factors related to program preferences among Girl Scout troop members. (M) Wayne State University. 1957.

297. Lantz, Everett D. A prospectus for the administration of college and university camps. (D) University of California, Los Angeles. 1955. microcard. (UCLA Physical Education Library).

In this study, an attempt was made to shed light upon the administrative procedure of camps operated by colleges and universities in the U. S. and to formulate guide lines for the administration of such camps. The task of developing a prospectus relative to the administration of camps operated by institutions of higher learning necessitated acquisition and evaluation of data concerning types, sizes, historical information, curriculum, organization, personnel, finances, physical plants, health and sanitation, recreation, successful and unique features, and administrative problems of these camps.

The questionnaire was used in this study, containing a check list for specific information and an essay response section. The specific information portion included those items which were believed necessary for identifying administrative practices in camps. Items in this group were chosen on the basis of procedures and practices reported in the literature, administrative experiences of the writer, and responses from the directors of college and university camps. The essay section of the questionnaire was devised to include responses in which directors listed features that they believed contributed to the success and uniqueness of camps.

The prospectus that was developed contains suggested procedures which may assist in the planning, administration, and organization of a college and university camp.

298. Larner, Irvin Milton. A study in comparative group acceptance. (M) School of social Work, Washington University, 1941.

299. Lawson, Joyce. Present practices and policies related to salaries and additional remunerations of counselors and other camp employees in organizational, private, and day camps for boys; organizational, private, and day camps for girls; and coeducational camps in Arkansas, Colorado, Louisiana, New Mexico, Oklahoma, and Texas. (M) Texas Woman's University. 1960, 216 pp. ACA endorsed. Summary in ACA library.

The purpose of this study was to determine present policies and practices related to salaries and additional remunerations of camp counselors and other camp employees. Data were obtained from questionnaires returned by fifteen directors of organizational camps for boys, 48 directors of organizational camps for girls, 12 directors of private camps for boys and 12 directors for private camps for girls.

These data which are presented in tables included the minimum and maximum salaries of 37 different types of counselors and camp employees as well as additional remunerations of counselors. The salaries of camp employees, regardless of position, ranged from as little as four dollars a week to as much as $150 a week. In the majority of the camps additional remunerations in the form of transportation for counselors on days off, laundry service, box lunches on days off, discounts on articles purchased at camp stores, and transportation to and from camp were not provided. The following conclusions are based upon and substantiated by data obtained from the 87 organizational and private camps participating in this study:

1. Counselors, other than those with administrative duties and organizational and private camps, usually may expect to receive salaries not exceeding $30 per week.
2. As a general rule, many organizational camps utilize year-round staff members as directors of their summer camps.
3. As a general rule, camps do not employ full-time physicians, but a majority of camps do employ nurses.
4. There is a tendency on the part of both organizational and private camps to employ general counselors.
5. As a general rule, organizational camps have lower minimum salaries and greater ranges in salaries than do private camps.
6. As a general rule, doctors, nurses, dieticians, head cooks, and stable bosses are better paid than head counselors or unit leaders, heads of activities, other counselors, other kitchen help, and other maintenance personnel.
7. As a general rule, camps do not provide additional remunerations for counselors.

300. Leeman, Heljo. Developing camp intake practices at a multi-function agency. (M) School of Social Work, Columbia University, 1957.

301. Leonard, Marjorie. An introduction to counseling in camps for girls. (M) University of North Carolina. 1945.

302. Levin, Lester. A guide to the development of a regional camp to be operated by the Jewish Community Centers of Cincinnati, Dayton, Indianapolis, Louisville. (M) Ohio State University, 1958. 65 pp.

Purpose: to explore the idea of a regional camp to meet the needs of those centers as the cost of individual camps is prohibitive.

Procedure: 1) a questionnaire was submitted to each center; 2) the literature on camping was studied; 3) their existing camps were observed. Results: 1) the present camps are inadequate. 2) the author recommends a joint camp to be operated by the five centers. 3) the plan includes the formation of a camp committee, the conducting of a survey to determine camping needs and information about selecting and developing a campsite.

302a. Leydon, Patricia. Suggested administrative procedures for a large private day camp. Ed.M., 1954.

303. Liber, Betty and Walter Stern. An evaluation of the effectiveness of the pre-camp counselor training session at Camp Willoway. (M) School of Social Work, Columbia University. 1953.

304. Liddell, Charles. Evaluation of the selection, training, and supervision of counselors in the Herald Tribune Fresh Air Fund Camp. (M) School of Social Work, Columbia University. 1948.

305. Lieber, Sylvia (see Freda Fine).

306. Liebowitz, Bernard. Predicting counselor performance. (D) University of Chicago. (in progress.)

307. Light, Ruth M. Description of the Detroit Group Project summer camp. (M) Richmond Professional Institute of the College of William and Mary. 1947.

308. Lightman, Meyer. (see Robert Deneergaard)

309. Little, Kenneth W. A study of the methods and procedures relating the camping experience to the year-round living of the individual. (M) George Williams College, 1953.

310. Lipschutz, Clarence. Recreational planning in a growing suburban community: a study of recreational needs and interests of families in a suburban school district served by a family-serving group and recreation agency (The Grosse Pointe Woods Community Club.) (M) Wayne State University. 1954.

311. Loftis, Helen Ada. A study of the summer camps sponsored by the Future Homemakers of America. (M) University of Tennessee. 1949, 123 pp.

311a. Lombard, Paul Francis. Development of evaluation standards for summer resident camps. Ed.M., 1959. Administration Standards.

312. Lorenz, Mavis. The camping activities preferred by children eleven through fourteen years of age in the State of Washington. (M) University of Washington. 1954.

313. Love, Sidney. Description and discussion of the use of program as a diagnostic and treatment tool in a clinical camp setting. (M) School of Social Work, Columbia University, 1949.

314. Lowry, Helen M. An approach to the evaluation of the effectiveness of a day camp program. (M) Ohio State University, 1951.

315. Luehrs, Armin F. A study of methods of camp and community integration. (M) George Williams College. 1948.

316. Lumpkin, Margaret. Camp counseling success as related to certain measured attitudes towards campers. (D) Oregon State College. 1957. 132 pp. microfilm.

This study of camp leadership deals with an investigation of the relationship between the responses of four hundred sixteen counselors in 24 camps to certain attitude revealing items and the composite success or failure ratings assigned to those counselors by the camp directors. The purpose of this investigation was to determine if there is a measurable difference in the attitudes of successful and unsuccessful counselors towards campers.

Two instruments were employed to collect the basic data. These were the Camp Counselor Attitude Towards Campers Inventory developed by the writer specifically for this study and the Camp Counselor's Rating Scale developed by David F. De Marche for a similar study.

Treatment of the data involved the use of the chi-square technique to establish the associations between the responses of the camp counselors to the inventory items and the relative success or lack of success of the counselors. Those items having the highest or most significant relationship to the criterion were given close study to determine the character of the attitudes revealed by each group of counselors.

The analysis of the responses to the two hundred and forty inventory items revealed that one hundred ninety five of them showed little association with the success or failure ratings of the counselors.

21 items were significant at the 10% level. 24 items were significant between the .1% and 5% level and may be said to have considerable association with success or failure ratings of counselors. To facilitate interpretation, the significant items were divided into five attitudinal areas of moral status, discipline, child development, camping philosophy and other personal reactions.

In summary, the successful group tend to reflect a high degree of social and emotional security while the least successful counselors tend to reflect persistent ego-involved attitudes of social and emotional insecurity.

317. Lundegren, Herberta M. Personality Traits of Successful and Unsuccessful Women Counselors in Girls' Private and Agency Camps. (D) State University of Iowa. 1960. Reported in Camping Magazine, December, 1960.

The purpose of the study was to ascertain certain personality traits of successful and unsuccessful women camp counselors from girls' private and agency camps in the U. S.; to study the backgrounds of these counselors and to assess an expression of their self-attitudes.

The following instruments were selected to measure the above factors: Edwards Personal Preference Schedule, Background Questionnaire and Kuhn Who Am I? Twenty Statements Test of Self-Attitudes.

A random sample of camps was taken and the directors were requested to participate by submitting a list of the most successful and least successful counselors in their employ within the past three years.

The analysis of variance technique and the Bartlett test of homogeneity were applied to analyze the EPPS. A chi-square analysis was applied to the background questionnaire and the "t" test of significance of difference was analyzed on the Who Am I? Test. On the basis of the findings, the following recommendations were made to camp directors:

1. The Edwards Personal Preference Schedule should not be considered as a suitable tool by itself for selection of camp counselors, because only two of the 15 variables showed significant differentiation between the successful and unsuccessful counselors studies. However, it may be useful as a supplementary tool to an interview. If a personal interview is impossible, then the Edwards test, administered in conjunction with the background questionnaire for both private and agency camps, and with the Who Am I? Test for agency camps is recommended to supplement references.
2. That camp directors use a background questionnaire containing the following items: age, education, profession, counselor experience, camp counseling course in college, and leadership positions held.
3. The Who Am I? Test is not recommended for use in selecting private camp counselors.
4. It is recommended that the Who Am I? Test be administered along with a background questionnaire and the Edwards Test to prospective agency counselors, particularly if a personal interview is not possible.

The author also made a general profile of counselors for each group—private successful counselor, private unsuccessful counselor, agency successful counselor, and agency unsuccessful counselor.

318. Lupton, Frank D. An analysis of the problems related to the operation of a municipal summer day camp in its initial season in Rockford, Illinois. (M) University of Illinois. 1958.

Purpose: to discover and analyze the problems encountered in conducting a municipal summer day camp program in its first season in Rockford, Illinois. On the basis of such analysis, recommendations and conclusions are made which may be useful to municipalities contemplating or conducting day camp programs.

Methods: the case study was major method used, supplemented by questionnaires, interviews, observations, job analyses, information sheets, and experimental techniques. Daily evaluation sheets were completed by the camp staff and weekly evaluation meetings were held to collect further information. Different methods of handling certain program, organizational, administrative, or transportation difficulties were experimented with to determine the most satisfactory methods of operation. Occasional interviews with parents, and frequent interviews with staff members revealed many problems present. Questionnaires were distributed among many parents and campers at the end of the summer program. Staff members evaluated the program on special evaluation questionnaires.

Conclusions:

1. There are so many details to execute in initiating a day camp program that the director of the program is severely handicapped when he does not live nearby.
2. It is difficult for one person to supervise the entire day camp operation and also be a camp director.
3. Although experienced personnel are desired, day camp experience is not essential to the operation of a day camp program.
4. To insure adequate registration at the camps a city-wide publicity campaign is necessary.
5. The cost of transporting day campers can become a large drain on recreation department funds when there are only a few campers registered for camp each day. Camper fees will easily cover the cost of transportation when publicity has caused high camp registration.
6. The newspapers in Rockford, Illinois, appear to be the best media for reaching the greatest number of people.
7. Transportation is one of the major problems to overcome in the operation of a day camp program. Chartered buses are most satisfactory when the camp is not available by public transportation.
8. Some means of transportation or communication must be available at the camp at all times.
9. Staff members should have special abilities in at least one program activity with each staff member having a different activity speciality if possible.
10. A three-day training institute prior to camp opening is inadequate for training inexperienced day camp leaders.
11. It is important that program materials and ideas found in books and pamphlets be available for the use of the camp staff for the purpose of increasing their knowledge and enriching the program.
12. When an attempt is made to do too much in the limited time, the program suffers from too much haste for a relaxed enjoyable program.
13. When adequate shelter is available rainy days can make a worthwhile contribution to the day camp program.
14. An evening campfire program which includes parents and campers is very popular and provides an excellent method of promoting relations between the recreation department and the public.
15. In Rockford, Illinois, a popular area in a public park is not the most desirable location for a day camp site unless the site is closed to the public when the day camp is in operation.
16. Day camp equipment and materials cannot be stored in an isolated park where vandals can go to any length to break into a locked room and steal or damage equipment.

M

319. MacDougall, Margaret A. Studies in camp counselor recruitment and retention, part III; initial motivations for securing a camp counselor job, a study of young adults, their needs and interests related to initial motivations for securing a camp counselor job. (M) Wayne State University. 1955.

320. MacMillan, Dorothy Lou. A survey of the duties and responsibilities of professional school camp directors and counselors in a selected group of California camps. (D) University of Oregon. 1957, 205 pp. microcard.

The purpose of this investigation was to discover the duties and responsibilities of professional school camp directors and counselors so that a basis for preparation of professional workers in the field could be evolved. Data were obtained from an extensive study of published and unpublished materials related to school camping; interviews with school camp experts, teachers, and administrators engaged in school camping; and personal visits to a selected group of school camps, observations of the functions of the directors and counselors in these camps, and interviews with nine directors and fifteen counselors. On the basis of the data presented the investigator makes recommendations for the specific areas of training and experience which should be offered by teacher training institutions for 1) all school camp counselors and directors, 2) additional training for school camp directors, and 3) additional training for teacher-counselors in school camps.

321. Magida, Gilbert A. A score card for evaluating the health, sanitation and safety aspects of organized camps. (M) University of Southern California, 1945.

322. Mahaffey, Maryann. Factors influencing mothers to volunteer for leadership in Girl Scouting. (M) University of Southern California. 1951.

323. Mahfouz, Payne. Guidance possibilities within the camp. (M) Louisiana State University, 1942.

323a. Malcolm, J. B. Meeting individual health needs in a Y.M.C.A. boys' camp. Ed.M., 1935. Administration-health.

324. Manozzi, Dorothy. A descriptive study of a philosophy of a work camp. (M) School of Social Work, Columbia University, 1952.

325. Mantle, H. W. Camps and camping for boys. (M) George Williams College. 1918.

326. Margulis, Jonah David. A study of existing public school sponsored camping programs in New York State and an analysis of factors which might encourage the development of additional camping programs in the public elementary schools of New York State. (D) University of Buffalo. 1956.

327. Marquart, Blanche. A curricular unit in camping on the college level. (M) State University of Iowa. 1946.

328. Marquis, Rosanne Roark. A study of an in-service training program for camp counselorship; an evaluation of the training program in a Camp Fire Girls camp during two consecutive summers. (M) Wayne State University. 1945.

329. Martin, Dorothy Dianne. A study to develop a suggested camp program for MacArthur Junior High School, Beaumont, Texas. (M) Texas Woman's University. 1951.

330. Martin, Patricia May. The present status of school camping in the United States. (M) Texas Christian University. 1949.

331. Marshall, Mary June. A comparative study of the administration and conduct of an equitation program in private summer camps of Texas and of northern and northeastern states. (M) North Texas State University. 1950.

332. Mary Ursula, Sister. Study of Camp Santa Maria Del Monte; a unique experiment in child welfare in Denver. (M) University of Denver. 1938.

332a. Mason, Bernard Sterling. Boy reaction to the organized summer camp. (M) Ohio State University. 1927.

332b. Mason, Bernard Sterling. Camping and education. (D) Ohio State University. 1930.

332c. Massie, Lois O. A survey of characteristics of successful counselors in girls camps of the southeastern United States. (M) Florida State University. 1951.

333. Mate, Harold W. A survey of certain methods of

organization and administration of boys' summer camps. (M) University of Alabama. 1937.

334. McBride, Robert E. A guide to the professional preparation of camping personnel in teacher education institutions. (D) Teachers College, Columbia University. 1951. microcard.

335. McBride, William Jack. Music and camping. Teachers College, Columbia University.

336. McCall, Margaret. The organization and administration of camps conducted by departments of physical education in college, teacher training institutions and universities. (D) New York University. 1943.

337. McCarley, Paul. A survey and comparison of various methods of organization and administration of summer camps for boys with particular reference to Kerr County of Texas. (M) Southwest Texas State Teachers College. 1948.

338. McConnell, Lois K. and Louise H. Schleicher. A survey of family camps in the United States. (M) University of Wisconsin. 1952.

339. McConnell, James H. Current nature study practices in summer camps. (M) George Williams College, 1933.

340. McDonald, Richard D. An experiment in training camp counselors. (M) University of Toronto. 1952.

341. McHugh, John Edward. The construction and validation of a written knowledge test for students of a basic rifle marksmanship and hunting safety course. (M) Pennsylvania State University. 1952.

342. McKnight, Martha E. Contributions and potentialities of school camping. (D) Teachers College, Columbia University, 1952.

343. McQueeney, Cathern M. Children selected through hospital social service for summer camp placement with financial assistance by the Hood Foundation 1945: Part I. Children from the Massachusetts General Hospital and the Massachusetts Memorial Hospital. (M) School of Social Work, Simmons College, 1946.

344. Mei, Yuen-hung. A study of the adaptation of games for physically handicapped children. (M) Wayne State University. 1953.

345. Mensch, Virginia Mae. The current status of music in the camp program. (M) Pennsylvania State University, 1959. 73 pp. ACA endorsed. Summary in ACA library.

The purpose of this study was to determine the current status of music in specific types of camps in relation to standards suggested for camp music by authorities in the field.

The subordinate problems were:

1. What, in the opinion of camp administrators, is the value of music to the total camp program?
2. What problems arise in the operation of a well-balanced music program within a camp-type situation?
3. What percentage of camp administrators is currently dissatisfied with the music program?
4. Are there any significant differences in quality, quantity, facilities, or leadership of those camp music programs which are considered adequate by the camp administrators as compared with those programs considered inadequate?
5. What steps are now being taken by the individual administrators to improve the camp music programs?

After the need for the study was determined, data was gathered by means of a questionnaire sent to 300 administrators of resident camps holding ACA membership in Regions I or II and having summer addresses in New England, New York or Pennsylvania. The study was limited to those camps whose purpose is primarily to offer the experience of living out-of-doors to young people from age four to maturity, and where this camping experience is not incidental to another primary purpose, as in "school" camps and "church" camps. Fifty-four per cent of the camp administrators who were asked to participate responded to the questionnaire. It was found that:

a. Administrators most frequently listed "fun, spirit, and nostalgia" as the value of music in the camp program.
b. The main problem arising in the operation of a well-balanced music program within a camp-type situation is a lack of facilities for music.
c. Sixty per cent of the camp administrators questioned expressed some degree of dissatisfaction pertaining to the camp music program.
d. The difference in the quality of camp music in those music programs which are considered adequate as compared with those considered inadequate is minimal. There are significant differences in quantity, facilities, and leadership.
e. Of the 88 camp administrators who showed some degree of dissatisfaction with the camp music program, thirty-one are seeking better-qualified personnel to remedy their problems, 9 are working for better promotion of the music program through director and staff, 5 are attempting to develop a better program of instrumental music, 4 are working for a better-planned music program in general, 3 are working toward a more musical general staff, and 2 are searching for better music. 34 made no definite statements.

346. Meyerling, Harry Ralph. Analysis of behavior problems emerging from a camping situation. (D) University of Michigan. 1937.

347. Mikhail, Hilmy. Manual for camping in Egypt, with an introduction on the history and philosophy of modern camping. (M) Springfield College. 1941.

348. Millen, Clarice Carolyn. Influence of camp activity settings on impulsivity in the disturbed child. (M) Wayne State University. 1957.

349. Miller, Charles B. Full time career possibilties in camping. (M) Claremont College. 1948.

350. Miller, Dorothy Christine. A study of the educational situation in the nature, woodcraft and handicraft programs of 133 camps during the summer of 1945. (D) Cornell University. 1946.

351. Miller, Grace Torbert. Teaching resources in Weldon Springs State Park. (M) Illinois State Normal University. 1960.

352. Miller, Irving (see Sydney Gale).

353. Miller, Jerry L. Sociometric perception and role taking in a camping situation. (M) University of Oklahoma. 1954.

354. Milliken, Margaret Jean. A proposed plan for evaluating semi-public camps in the State of Oregon. (M) Oregon State College. 1947. 112 pp.

355. Milne, Robert. Proposed camping minor for the University of Maryland. (M) University of Maryland.

356. Mirkin, Jacqueline I. Studies in camp counselor recruitment and retention: Part IV: factors which affect counselors' satisfaction with their jobs and desire to take future camp counseling positions. (M) Wayne State University. 1955.

357. Misuno, Miriam Toshiko. Casework activity with ten girls at the House-in-the-Wood Camp, Northwestern University Settlement House, Chicago, Illinois, summer, 1954. (M) Florida State University. 1955.

This study described and illustrates the application of casework services as a way of helping ten girls, 9-14 years of age, use their camping experience more effectively during the summer of 1954. For purposes of this study, it was assumed that children with observable behavior problems could be helped to use the camp experience more effectively, if casework services were available to them. It was further believed that follow-up visits with parents of the children who were subjects for the study would indicate whether or not the same behavior problems were still evident at some later date.

Three methods were used for the collection of data: 1) a schedule consisting of 25 items of behavior was constructed based upon E. K. Wickman's classification of behavior problems, and included a check list by which the intensity of occurrence of each item of behavior and divided into four categories; a) has never occurred, b) has occurred once or twice, but no more, c)occasional occurrence, and d) frequent occurrence; 2) case records were kept on each of the 10 children; 3) a follow-up visit was made to each of seven parents of ten children, and an account of each visit was added to the case records.

From a total group of eighty girls with whom the caseworker worked during two different periods, ten girls ranging in age from 9-14 were selected for study. Eight were chosen from the total group because of the greater severity of behavior problem, and two girls were referred for casework services by the director of the camp. All ten girls were given casework services for a period of two-to-seven weeks in an effort to help each child use the camp setting more effectively.

Most noticeable of the problems shown by this group of ten children were disobedience, fighting, carelessness in work, stubbornness. Other children were inclined to be seclusive, withdrawn from group contacts, hyper-timid or dependent. It was believed that casework skill, involving an understanding of human behavior and an application of the principle of respect for the dignity of the individual personality was needed to help these ten children with their problems.

The findings included the following:

1. Acceptance of casework services depended, in each instance, upon the child's ability to trust the caseworker and to recognize and to want help with a problem;
2. Although the ten girls did not modify their behavior at the same tempo, each of the ten girls demonstrated individual capacity to make use of help in her own way.
3. Each of the ten girls showed a marked increase in self-confidence, illustrated by an increased participation in camp activities.
4. Follow-up interviews with parents of seven of the ten children gave supporting evidence that each child had taken home from camp modifications of previous behavior patterns.

On the whole, the data support the assumption that casework services enabled these ten children to use their camp experience at House-in-the-Wood effectively during the summer of 1954.

358. Mitchell, Elmer Dayton. Growth of physical education and allied movements in the State of Michigan: study of institutional acceptance and integration. (D) University of Michigan. 1938.

359. Mitchell, H. L. Data on the beginnings of YMCA work in construction camps. (Graduation thesis for graduation diploma) George Williams College. 1909.

360. Moogan, Margaret I. An analysis of camping services given by voluntary agencies in Cincinnati and Hamilton County, Ohio. (M) Ohio State University, 1948.

361. Moore, Harriet Brown. A plan for the organization of camps as an integral part of the public school system of the city of New York. (D) Teachers College, Columbia University, 1943.

361a. Morang, Virginia Moulton Wallace. A study of a Girl Scout day camp. (M) School of Social Work, 1954.

361b. Morris, George C. A study of family camping in the Young Men's Christian Association. Ed.M., 1950. YMCA Family Camp.

362. Morris, Mortimer H. Manual of operation for Boys' Club resident camps. (D) New York, University, 1958. 217 pp. microfilm.

The purpose of the study was the preparation of a manual of operation to serve as a guide for local Boys' Club administrators in the planning, establishment, and administration of Boy's Club resident camps.

The study was divided into two parts: part I was concerned with necessary research preparatory to the writing of the manual; part II was devoted to the manual. Part I was divided into 3 tasks: 1) study of existing practices among Boys' Club in regard to the planning, establishment, and administration of resident camps; 2) study of current practices and prevailing patterns in the camping movement in the U. S. through careful culling of the modern camping field in regard to literature, existing standards, and prevalent procedures; 3) establishment of principles which might serve as a guide in the preparation of the manual of operation for Boys' Club resident camps. In addition to sound camping practices, it was considered essential to insure that all principles governing Boys' Club resident camps conform with the principles governing Boys' Club operation. Therefore, this task delved into basic philosophies and interpretation of the Boys' Club movement.

Part II (preparation of the manual) employed the principles established in task 3; these principles served as the foundation upon which the manual was constructed. The practices studied in tasks 1 and 2 also served in a valuable capacity where weaknesses were evident, effort was made to strengthen procedures. However, throughout the writing, a strict adherence was kept to established principles.

The principles and the manual were both presented to the national program committee on camping of Boys' Clubs of America for final approval.

363. Morrison, Eleanor R. A suggested approach for incorporating camping and outdoor education in the curriculum of University High School. (M) Illinois State Normal University, 1950.

364. Morse, Deborah B. Camp placements for handicapped children: a study of the program at the Boston Dispensary, summer, 1954. (M) School of Social Work, Simmons College. 1955.

365. Mosely, Mary Louise. A study of the philosophies of camp directors and of the opinions of campers as related to the spiritual values derived in the field of camping. (M) Woman's College, University of North Carolina. 1959.

366. Moses, Virginia. An evaluation of teacher workshops in outdoor education. (M) Wellesley College, 1953.

367. Mothershead, John Gates. A study of the aquatic program and facilities of the American Youth Foundation, Younger boys section, Camp Miniwanca, Shelby, Michigan. (M) University of Texas. 1958.

368. Mouser, Gilbert Warren. A study of opportunities for leadership training in outdoor education. (D) Cornell University. 1950.

369. Musico, Dorothy L. Study of the extent and kinds of services available for handicapped individuals in camps having membership in the American Camping Association in upstate New York. (M) University of Buffalo. 1957.

370. Myers, Bettye B. Evaluation of the effectiveness of the University of Michigan's summer counselor education program at the National Music Camp. (D) University of Michigan. 1960.

Study involved three groups—an experimental group of 31 women enrolled in the camp counselor education program at the National Music Camp; one control group included 31 women enrolled in the recreational leadership course at the University of Michigan; a second control group was comprised of 31 women from other National Music Camp programs (other than the counselor education program). Personal maturation and attitude were measured by the following Guilford-Zimmerman Temperament Survey, the California F Scale, Rating Scales, Paired Comparisons Ranking Technique, Minnesota Teacher Attitude Inventory. The experimental group, at the end of 8 weeks, differed significantly from the two control groups in favorable development of personal maturation and attitudes toward children. They also indicated a higher "child-centered" attitude and a lesser degree of authoritarian tendencies and prejudice than the two control groups.

N

371. Nathans, Allen A. Program planning in Private Camps. (D) New York University. 1961. microfilm.
The study developed the needs of camp age children in all camping and in private camping. The material for this subproblem was gathered from literature, authorities and had reliability checked by selected jurists—authorities in camping. The needs were converted to criteria, categorized into educational, sociological, emotional, and health and physical groupings. Additional subcriteria were developed under each category. These, too, were also made reliable by a measure of jurists' analyses. The practices of private camping were gleaned by a detailed questionnaire of the roster of private camps of the Association of Private Camps after a pilot study. An analysis of the practices was made in order to relate them to the criteria, and to judge how private camps go about meeting their objectives. Finally a set of principles were drawn up for various age groups and private camps—a set of principles for program planning.
The study noted the need of satisfaction of needs for different age groups, more study on activities that satisfy the meeting of needs, more coordination of universities, and organizations in camping. The tendency of pragmatism in program planning.

372. Nelson, Shirley. Survey of unit camping in New England girls' camps. (M) Wellesley College. 1947.

373. Newell, Eloise Thompson. Camps for boys and girls in North Carolina. (M) University of North Carolina. 1947.

374. Newman, Frances A. A central camp intake and follow-up service (a description of the development and present program of the Jewish Vacation Association). (M) School of Social Work, Columbia University. 1948.

374a. Neyhus, Arthur Irvin. A study of the summer day camp programs of five Jewish Community Centers of Greater Boston, Summer 1951. M. S., School of Social Work, 1952. Day Camp, Jewish-Sponsored. Community Center.

375. Nichols, Gary L. A developmental analysis of group 2 summer staff at the Estes Park Conference of YMCA's. (M) George Williams College, 1960.

376. Noakes, Harold Leslie. An evaluation of the camping experiences and interests of 683 Future Farmers of America as a basis for the improvement of the New York State camping program. (D) Cornell University. 1951.

377. Nustad, Harry L. Historical development of organized camping in the United States and its implications for modern education. (M) Drake University. 1949.

378. Nute, Rhoda Wadleigh. An integration study of an outdoor education program with a sixth grade curriculum. (M) Pennsylvania State University. 1959.

379. Nyquist, Dwight A. An analysis of group camping practices of Seattle-King County Council of Camp Fire Girls. (M) University of Washington, 1960.
Purpose was to analyze current practices in group camping conducted by the Seattle-King County Council of Camp Fire Girls in order to determine the need for leader training programs and to propose specifically the kinds needed. The plan was to use as a basis for comparison the camping standards of widely selected organizations and comparable agencies with the actual practices as found in the Seattle-King County Council from a questionnaire that was employed. The findings were offered as a basis for suggested leader training programs. The extent and nature of past camping experiences of leaders was found to be probably the most important factor toward qualifying leaders.

O

380. O'Hara, Dorothy Gene. An evaluation of college camp leadership courses by camp directors and camp counselors in the Southern District of A.A.H.P.E.R. (M) Texas State College for Women. 1957. ACA endorsed.

380a. Olsen, Genevieve. A study of school camping as an integral part of the fifth and sixth grade curriculum in Jackson, Michigan. (M) Ohio State University. 1950.

381. Ornstein, Jacob. Intensifying learning through creative experiences in art and science in the third and fourth grades. (D) New York University. 1960.

382. Orrell, Geraldine Greene. Recreational camps for farm women in Tennessee. (M) George Peabody College. 1933.

383. Ortof, Edna Krasner. A manual of Camp Juvenile, Inc. (M) School of Social Work, Columbia University, 1953.

384. Ortof, Murray. Manual and study of Camp Bronx House. (M) School of Social Work, Columbia University, 1948.

385. Osborne, Ernest G. Individualization of large group camping. (D) Columbia University. 1937.

386. Osborne, Virginia. Supervisory needs of Girl Scout leaders. (M) University of Southern California. 1952.

387. Ott, William. A study of the sources of camp counselors and factors that affect their tenture. (M) Springfield College, 1956.

388. Oyasato, Thomas Tomohiro. The value of camp experience to campers referred from the juvenile court to Camp Palama-by-the-Sea and Camp Harold R. Erdman. (M) School of Social Work, University of Hawaii, 1953.

389. Palmer, Norma. Analysis of turnover of school camp "teacher counselor" personnel. (M) University of California, Los Angeles. 1957. (ULCA Physical Education Library).

390. Palmer, Ray. A job analysis of school camp staff positions. (M) University of California, Los Angeles. 1956. (ULCA Physical Education Library).

390a. Palmer, William. An evaluation of public tent camp facilities in Florida. (M) Florida State University. 1959.

391. Palmquist, Andrea. White water travel in California. (M) University of Southern California. 1958, 89 pp.

392. Parkhill, Adelaide. An investigation of the possibilities of developing an educational summer camp for physically handicapped children. (M) University of Southern California. 1937.

393. Patterson, Robert Rhys. A survey of outdoor education in the schools of the State of Washington. (M) University of Washington. 1959.

394. Paul, Sidney. The environment of a camp for emotionally disturbed boys as a therapeutic force in treatment. (M) School of Social Work, Columbia University. 1956.

395. Peck, Barbara M. School camping. (M) University of Buffalo. 1953.

396. Peck, Rhoda. Roughing it at three. (M) School of Social Work, Columbia University. 1952.

397. Peebles, John. The construction and application of a recreation director's rating scale for day camping as conducted by the City of Los Angeles department of recreation and parks. (M) University of Southern California. 1956.

398. Pelt, Sylvia June. Responsibilities and privileges of counselors in camps located in Region VI, A.C.A. (M) Texas State College for Women. 1957.

399. Pepper, N. H. A study of school camping with special emphasis on program, objectives, curriculum, administration, and evaluation. (D) University of Houston. 1952.

399a. Perry, Marian L. Selected factors related to the prediction of success of camp counselors. (D) University of Southern California. (in progress) Second ACA Research Grant recipient.
Study involved 396 male and female counselors who were employed either as camp counselor, unit leader, junior counselor, or activity specialist for a minimum of four weeks during the 1960 camping season in 21 private and youth agency camps located in Southern California. Predictive instruments used: structured-objective Rorschach test (SORT); sentence completion test; Kuder preference record—vocational form "C"; structured autobiography concerning psychological and social factors. A rating scale for counselor appraisal was also developed.

400. Peters, La Verne. Slides for the development of campcraft activities. (M) Illinois State Normal University. 1955.

401. Philpott, Frank Excell. School camping in Florida. (D)New York University. 1958.
Method: literature and personal interviews; camp objectives, factors, principles were developed. Jury evaluated. Study resulted in a Guide for School Camping in Florida for the State Dept. of Education. Chapters: school camping in education, the development of school camping in America, Camp Crystal Lake, public relations, the school camping program, the school camp staff, site and facilities, administrative organization, health and safety, legal aspects, development of leadership for school camping.

401a. Picciuolo, Stephen A. D. A pictorial presentation of school camping in Medford, Massachusetts., Ed. M., 1954. Outdoor education—specific plan.

402. Pierce, Francis J. Charting group progress in a camp setting. (Master's Problem) School of Social Work, University of Minnesota. 1953. Not available interlibrary loan. Write School of Social Work.

403. Pieroth, Mary H. Some contributions of school camping to the education of children. (M) Ohio State University. 1955, 125 pp.
Purpose: 1) to ascertain the desired outcomes and/or philosophies of current school camping; 2) to determine to what extent these desirable learnings are occurring in campers as perceived by campers, temporary staffs, and as demonstrated by observable behavior of campers.
Procedure: studies sixth grades at Clear Lake Camp (Battle Creek, Michigan) and Mill Lake Camp (Dearborn, Michigan).
Results:
   1. Both camps accomplished the desired outcomes of democratic social living, purposeful work experience, and direct learning of information.
   2. Clear Lake emphasized democratic social living and their primary end appeared to be the training of teachers as effective democratic leaders of groups. Mill Lake Camp weighted the five factors equally and the educative effects of the school camping experience upon the pupils is the primary concern.
   3. Some of the effectiveness of the school camping is lost when children return to school.
   4. The effect of school camping varied with different children.

404. Pike, Kenneth V. Natural science experiences significant to elementary school programs of outdoor education. (D) University of California, Los Angeles. 1959. (Physical Education Library UCLA.)
The purpose of this study was: 1) to select natural science experiences significant in elementary school programs of outdoor education; 2) to organize these experiences as a proposed guide; a) to aid school districts in the study of natural science experiences in outdoor education programs, and b) to aid those responsible for the professional preparation of school camp and classroom teachers in selecting natural science experiences for elementary teacher education programs.
The plan of the study consisted of several related steps: 1) the selection of natural science experiences desired for elementary school programs of outdoor education from recent and applicable literature in the fields of elementary science, conservation education, and outdoor education; 2) the construction of a list of criterion statements and a check list of selected natural science experiences; 3) the selection of a jury of authorities whose opinions and value judgements would serve to validate the reasonable completeness and accuracy of the natural science experiences; 4) the submission of the check list and criterion statements to the jury for evaluation; 5) the modification and refinement of the original experiences; and 6) the development of a proposed guide to aid in the evaluation of natural science experiences in outdoor education programs.
Findings of the study indicate that:
   1. On the bases of a review of the literature and the responses to the check list employed in the study, it would appear that the elementary school is charged with major responsibilities in science and conservation education.
   2. There appeared to be a general awareness on the part of the jury of the contribution which natural science experiences can make to children's knowledge and understanding of the natural environment.
   3. There was evidence of apparent agreement by the jury of experts as to the importance of selected natural science experiences in elementary programs of outdoor education.
   4. Major divergences in the evaluation of natural science experiences involved interpretation and amplification rather than the rejection of items.

One item in the proposed guide was developed to illustrate the manner in which understandings of certain concepts and general principles may be developed through specific natural science experiences provided in the natural environment.

405. Pike, Kenneth V. The development of a science testing program for the Long Beach School Camp, Hi-Hill. (M) Long Beach State College. 1954.

405a. Pisano, Richard. Music activities in the summer camp. (M) Florida State University. 1953.

406. Piskin, Arnold. A study of the intake practices and procedures of the five major referral agencies that refer children to Camp Well-Met. (M) School of Social Work, Columbia University, 1953.

407. Powell, Daisy Marie. A survey of recent materials for camps and camping. (M) George Peabody College. 1934.

407a. Pratt, Richard Winslow. Handbook of science activities and materials to be used in preparing children in Newton for school camping. Ed.M., 1959. Outdoor Education-prof. science.

408. Price, Gordon W. A study of camping facilities used by Iowa organizations in 1949. (M) Drake University, 1950.

409. Pugh, Raymond Hill. A school camp program for Monroe Community School. (M) Drake University. 1958.

410. Pullman, Morton Abbot. Basis for determining facility needs for organized resident camps. (M) University of California, Los Angeles. 1959.
From a study of trends in camping, concerning age, sex, and types of camps attended, and leisure time, population, and labor force trends, the study estimates that in Southern California area within the next 15 years there will be 50,000 additional campers, making a total of 150,000. This increase would necessitate construction of 75-100 new camps as well as additions to present camp facilities. The study further indicates that these campers would be 60% male and range between 8-14 years of age.

Q

411. Quaas, H. L. Classification and annotated bibilography on camps and camping. (M) Springfield College. 1928.

R

411a. Rand, H. T. Program and curriculum of the private summer camp for boys. Ed.M., 1932. Program-general

412. Randolph, Katherine. A survey of the pre-camp counselor training program in camps for handicapped children. (M) State University of Iowa. 1956.

413. Ransom, Robert R. Parent reactions to the Los Angeles City Schools camping program. (M) University of Southern California. 1955.

414. Reese, Jean. The use of the flora of the Lake Mashipacong area, Sussex, New Jersey, in a camping program for girls. (M) University of Massachusetts, 1948. ACA library.

415. Reesor, David W. Study of wilderness and outpost camping as an educational experience in simple communal living for our American youth. (M) University of Buffalo. 1953.

416. Reid, Robert W. The development of a school education camping program. (M) University of Southern California. 1950.

417. Reis, Louis Hubert. An analysis of the outdoor education program in the Highline Public Schools as a basis for suggestions and recommendations concerning the correlating of outdoor experiences into the curriculum of the elementary school. (M) University of Washington. 1958.

418. Reynolds, Jean. A study of the uses of camps made by the caseworkers of Corlears District. (M) School of Social Work, Columbia University, 1938.

419. Rhoades, L. W. A close view of the 1952-53 camping program of Verona School, Battle Creek, Michigan, as a guide to future action. (D) Teachers College, Columbia University. 1953.

420. Richardson, Diane. Comparison of interest differences among late adolescent girls between participants and non-participants in leisure time agency programs. (M) Wayne State University. 1956.

420a. Richley, Paul Charles. The organization and administration of summer music camps. (M) Ohio State University. 1953.

421. Rigsby, Marianne (see Leon Bramson)

422. Rick, Robert. A study of the professional preparation and work load of selected resident camp directors of the YMCA. (M) George Williams College. 1959.

The study of the professional training of camp directors, in-camping and the extent to which the training has affected the confidence of the camp directors. The subjects are 38 YMCA camp directors from widely scattered areas of the United States. Further aspect of the study concerns itself with the amount of time a camp director spends weekly throughout the year in fulfilling his camping responsibilties.

423. Robb, Margaret Delia. Methods and materials for college courses concerning public school camping. (M) University of Washington. 1957.

424. Robert, Marc. Proposed outdoor conservation and science guide for use in Southern California elementary outdoor education programs. (M) Los Angeles State College, 1956.

424a. Roberts, K. Study of organizational camps for business girls. Ed.M., 1933. Special camps. Organization camps.

425. Roberts, Mary Marshall. A study of award systems used in private girls' camps in selected southern states. (M) Texas Women's University, 1954.

426. Robichaux, Wayne E. A comparative analysis of the counselors' attitude, a prediction of the campers' attitude, and the campers' attitude toward the junior 4-H camp program. (D) Louisiana State University, 1960. 291 pp.

Purpose: the purposes of this study were to determine certain individual and social characteristics of the 4-H campers and counselors. (2) to obtain accurate information concerning the attitudes of the 4-H campers and counselors relative to the junior camp program. (3) to determine the extent to which the 4-H counselors are cognizant of the likes and dislikes of the campers, and (4) to determine if differences exist between the campers' and counselors' attitude toward the junior 4-H camp program.

Method: two questionnaires were used to obtain the data. The counselors' questionnaires were mailed to each agricultural extension agent whose responsibility is 4-H club work. The junior 4-H campers filled out the questionnaires as a group in their respective schools with the assistance of a trained interviewer. The number of respondents was 117 counselors and 3,460 campers.

Findings: the counselors generally underestimated the extent of the campers favorable attitudes toward most of the phases of this program. Of the 47 phases of the camping program studies, the counselors underestimated the extent of the campers' favorable attitudes toward 34.

The attitudes of most of the counselors generally differed from those of most campers with regard to those different phases of the camping program. Noticeable attitudinal variances between the counselors and campers were apparent in 35 of the 47 program phases studied.

Generally, those activities that were not included in the present 4-H camping program received a higher rating than the ones which were included in the program. It is significant that while the counselors usually underestimated the extent of the campers' favorable attitudes, they generally overestimated the extent of the campers' favorable attitudes toward the activities included in the present program.

The findings further indicate that most of the 4-H counselors seemed to be more satisfied with those phases of the camp program which are generally associated with the administration of camps, such as the operation of the concession stand and the general cleaning of the camp. The campers assessed higher attitudinal values to those aspects of the program which were more closely related to their personal camping experiences, such as the content of the classes and the system of awards.

427. Roeske, Betty E. States objectives and actual practice in Detroit group work and recreational agencies. (M) Wayne State University. 1953.

428. Rogers, Janet Elizabeth. An investigation of the effects of two weeks of interracial camping on attitudes of eleven and twelve year old girls toward racial groups. (M) Springfield College. 1949.

429. Rogers, Martin. Principles and functions of outdoor education. (D) Syracuse University. 1955, 324 pp. Develops 49 principles.

430. Rogers, Richard B. The planning, operation, and evaluation of a camp recording program. (M) School of Social Work, Columbia University. 1949.

431. Roossinck, Esther Pauline. Resources for teaching conservation in Clear Lake Camp. (M) University of Michigan. 1955.

432. Rose, Sheldon David. Attitudes of children who did not return to a summer camp after an initial experience and of their parents. (M) School of Social Work, Washington University. 1952.

432a. Rosen, David Hyman. Day camp scholarships: a study of the policies and practices of the Jewish Community Centers of Chicago in one hundred and thirty accepted applications in 1951. M.S., School of Social Work, 1952. Day camp-Jewish sponsored. Community Center.

433. Roth, Perry. An evaluative study of a therapeutic camping experience for a group of ten boys. (M) University of Minnesota. 1959.

434. Rothman, Ruth Ruderman. A summary and analysis of the follow-up activity for a six months' period with 30 children attending Camp Rainbow, summer of 1938. (M) School of Social Work, Columbia University. 1940. Camp Rainbow is for mentally retarded children.

435. Rudden, Alyce Tanton. A study of child delinquents in a clinical group work setting (Camp Chief Noonday, Michigan). (M) School of Social Work, University of Denver. 1951.

436. Rupff, Paul Ernest. A comparison of aspirations with achievements in a group of selected Michigan public schools. (D) Michigan State University. 1957. Microfilm.

The purpose of the study was to determine what has been achieved by the parttime camp programs in Michigan within the defined needs of a good educational experience. This necessitated to form a set of goals or objectives based upon accepted criteria from modern educational experts and were then applied to existing camp programs in order to find out how well the specific programs achieved the goals.

The criteria of the study were incorporated into a set of questionnaires submitted to campers, parent and teacher-counselors of 5 public school camps. This was followed by a series of interviews on school camping with 18 school superintendents.

Findings:

1. There were no significant differences between sexes except in the case of their reactions toward work tasks and their feeling toward teachers after camp.
2. The campers felt they ate new foods, followed safety rules and learned about nature. They indicated they enjoyed their stay at camp very much and that within their peer group they learned of increased need for friends and for skill in getting along with others.
3. Superintendents of schools were primarily concerned with financing and initiating the camping program, community pressures, proper staffing, and values to the campers. Foremost in the values mentioned were science learning, health and safety education, development of camper personality and special democratic values.

In summary, part-time camping in Michigan appears to be achieving its aims to a reasonable degree although the importance of the program and its place in the curriculum have not been clearly established. Further attention needs to be given to: 1) establishing uniform definitions for school camping, 2) developing effective teaching methods for camp, 3) communicating the values of school camping to all groups, 4) bringing the level of financial support for school camping up to the support given to other educational activities within a school.

437. Rupp, Nancy C. A camp project for the Iowa State Girls Athletic Association. (M) State University of Iowa, 1955.

438. Russell, John Mosby, Jr. Factors influencing a boys' participation in the explorer Scout program. (M) Catholic University of America. 1952.

S

439. Saltezeider, Barbara. A two year in-camp counselor training program for girls in private camps. (M) Woman's College, University of North Caroline. 1953.

440. St. Clair, Janet. The education curriculum philosophy of a select group of school camps. (M) State University of Iowa, 1958.

Analysis of programs of 92 schools having four to seven-day resident school camp programs for third through eighth grades operating during regular school time in terms of their education curriculum philosophy (activity, core, subject matter) as revealed through direct statements of camp leaders and descriptive paragraphs of the program. Various related information also included such as source of philosophy and how the program reflected the philosophy.

441. St. Marie, W. H., Jr. Annotated bibliography and index to problems of the modern camping movement. (M) Springfield College. 1933.

442. Sanborn, William Bigelow. Educational methods in the national parks and monuments of the southwest and pacific coast states. (D) University of Washington. 1952.

443. Sanders, J. Edward. Safety and Health in organized camps. (D) Teachers College, Columbia University, 1930.

444. Sargenti, Anthony J. Certain aspects of the summer camp as revealed in selected literature. (M) University of Michigan, 1941.

445. Schafer, Frank D. An administrative guide for the initiation of public school camping. (D) Teachers College, Columbia University (in progress).

446. Schellberg, Ruth. Camp leadership training courses. (M) New York University. 1937.

447. Schellberg, Ruth M. An evaluation of the camping program of the Camp Fire Girls. (D) New York University, 1951.

Problem: the purpose of this research was to evaluate and make recommendations for the improvement of the camping program of the Camp Fire Girls in terms of the characteristics and needs of the girls which this organization serves. Source of material: The evaluation of the camping program of the Camp Fire Girls required data as follows: characteristics of girls 7-17 years of age, needs of girls 7-17 years of age, criteria for evaluating a camping program based on characteristics and needs, the status of the camping program in Camp Fire Girls' camps.

Treatment: characteristics and needs were recorded in table form according to biological, psychological, and sociological headings. Camping and child development authorities were asked to comment on camping-child development soundness of criteria formulated from the needs.

The analysis of the present camping program of the Camp Fire Girls consisted of a discussion of the availability and popularity of activities in these camps and the methods used to conduct the activities.

Conclusions:

1. The girls who constituted the camper group in Camp Fire Girls' camps were similar in background to those who are members of the year-round program in race, creed, and percentage of United States-born parents.
2. The camper group studied represented a cross-section in age-range and locality of girls in Camp Fire Girls' camps.
3. Economically they were from the middle class, the camper group representing a higher income group than the girls in the year-round program.
4. Their interests were similar to other girls and they attended these camps for "fun," for "activities," and for "companionship."
5. The camping program was providing nutritious food, attractively served, with individual differences provided for by some camps to a limited extent.
6. There were safe food handlers, by test, in the kitchens of all camps except one.
7. The dining room atmosphere was pleasant except for the many K. P.'s who disliked their chores.
8. Rest was provided according to age group and individual needs in most camps.

9. The intensity of the activity program was regulated by program controls.
10. The findings of a physical examination controlled camper activity and offered protection against contagion.
11. Health was supervised by registered nurses in all camps except one. Physicians were readily available in forty-two of the forty-six camps.
12. The program provided activities strenuous enough to build power and suitable for degree of coordination of each camper.
13. There was opportunity to learn a variety of skills including camp craft.
14. Information concerning sex and growth was available, activities were suitable for girl physique, and opportunity for acceptance and unerstanding of the girl-role was provided.
15. The camper belonged and participated in the planning of a democratic group. She was aware of the effect of her conduct on the group.
16. Campers formed friendships with other girls of similar background. Friendships with boys were rarely formed as a part of the camping program.
17. Girls observed and formed habits of and attitudes toward work. They learned skills which increased leisure time opportunities and gave them recreational interests they could share with boys.

Value of findings: Camp directors and camp committees of Camp Fire Girls' camps will find in this evaluation material which will aid in better serving the girls in their camper groups. Interpretation of this program to campers, parents, and staff will be facilitated by it. In addition to those now working with this program there are, each year, new personnel. The results of this study should serve as valuable orientation material for them. Groups other than the Camp Fire Girls are engaged in program planning to provide for needs of children. The camp programming of the Camp Fire Girls should have significance for these groups also.

448. Schleicher, Louise H. (see Lois K. McConnell)

449. Schmidt, William H. Administration and supervision of a one-week camp waterfront program. (M) University of Buffalo. 1956.

450. Schoonover, Barbara. Recommended practices and procedures for camp staff recruitment in institutions of higher learning in nine southern states. (M) Florida State University, 1962. Abstract in ACA library.

Two groups of subjects, 444 camp administrators and 344 university or college placement officers were sent questionnaires. 55% of the camp administrators and 47% of the placement officers responded. Results of this study are based on 181 questionnaires from 103 agency, 50 private, 24 church, and 4 school camp administrators; and 92 questionnaires from the placement officers.

The study indicates the operating procedures and the scope of services of camp placement operations in the institutions of higher learning of Region IV, ACA. Procedures were developed which should help in more effective recruitment within the colleges and universities.

Procedures for camp administrators to use in staff recruitment:

1. Send in at an early date adequate information pertaining to the type of camp, philosophy, objectives, standards, and practices of the camp, staff positions needing to be filled, job descriptions for each position mentioned, salary scales and operation dates of the camp. Include catalogues or fliers about the camp and application forms for interested persons.
2. Visit the campus if possible. Write for suggestions of dates for interviews and visits so that preparation can be made for the visit. Let the placement director know in advance when you plan to be on the campus, the length of the visit and recruiting plans while there.
3. Promptly answer letters from prospective staff and the director of the camp placement service.
4. Advise the placement director of action taken on applicant.
5. Send out staff contracts promptly.
6. Give a follow-up report at the end of the summer on staff contacted through camp placement service or return evaluation forms provided by the camp placement office.

General Operating Procedures for Camp Placement Services:

1. Be informed about camping and the philosophies, objectives, standards, and practices of the various types of camps.
2. Set up a file of camps with philosophies, objectives, standards, and practices of each camp, staff positions needing to be filled, job descriptions of available positions, salary scales, and operating dates of the camps included. Make this information available to interested persons.
3. Publicize information from the camps and possible dates of campus visits by camp administrators prior to the visits. Let the camp director know how the material is being used.
4. Screen applicants for interested and qualified persons.
5. Have applicant fill out a truthful, concise application form to be kept on file in the placement service. Include an indication of the applicant's desires, and references for the applicant.
6. Have application blanks from various camps available for the applicant.
7. Brief applicant as to the needs and desires of camps. Inform him of specific job characteristics before an interview. Imply the importance of answering letters from camp directors and taking immediate action upon receiving a contract.
8. Make the camp director's time on the campus meaningful by efficient preplanning. Set up group or individual interviews in good physical settings and provide adequate time in which to conduct them. Make applicant's record available before interview.
9. Answer letters from camp administrators and send them available information concerning interested persons, if it is requested.
10. Inform other departments of available positions that can be filled by their students or faculty.
11. Provide follow-up evaluation forms for camp directors to fill out and return at the end of the summer on staff hired with the assistance of the placement service.

451. Schwab, Margaret Jo. A recreation program for handicapped children. (M) Oregon State College. 1948.

Study deals with children suffering from speech and hearing handicaps and includes information about a recreation program for these children at the Vermont Speech and Hearing Camp in Pittsford, Vermont.

452. Schwartz, Murray M. School camping and its implications for guidance. (M) University of Southern California. 1951.

453. Schwendinger, Julia. Criteria and procedure for hiring camp counselors. (M) School of Social Work, Columbia University. 1956.

454. Scoles, Robert. A proposed plan of outdoor education integrated with the sixth grade curriculum of the Los Angeles County Schools. (M) Occidental College. 1949.

455. Segal, Norman J. A study to determine if a combination of strong interest profiles and application factors can be used to discriminate between unsuccessful counselors. (M) School of Social Work, University of Minnesota. 1954.

456. Segall, Barrie. Methods of training staff in day camps associated with Jewish centers. (M) School of Social Work, Ohio State University. (in progress).

Purpose is to study methods presently being used in staff training in area of pre-camp and in-service. Methods and techniques proposed: in evaluation of the program of the Columbus Jewish Center's day camp Cojacee by the use of counselor reports, unit-head reports, and evaluations, group discussions, and individual conferences. Questionnaires will be sent to some 65 day camps in the U. S. and Canada which are affiliated with Jewish agencies. Personal interviews with 6-12 camp directors.

457. Seiberlich, Toni. A survey of the program of activities and related factors in 71 YWCA summer resident camps. (M) Boston University, School of Education. 1961. Available from National Board of the Y. W. C. A., c/o Gladys L. Brown, 600 Lexington Ave., New York, N. Y. (in progress)

Problem: the camp program picture as it exists today in YWCA summer resident camps throughout the U. S. The intent of this study was to ascertain the nature and scope of program activities participated in at YWCA camps; to study factors related to the program of activities; and, to determine which activities should be offered in YWCA camps, wherever possible.

Questionnaires were sent to 112 YWCA area camp directors throughout U. S. and 74 were returned and used. To test the reliability of this questionnaire a second evaluation questionnaire was sent to eight area camp directors selected on the basis of their experience in camping. The final findings indicate that many camps participate in similar activities, but the amount of time spent on each activity differs with each camp. Secondly, it indicates that a great majority of the camps have similar program interests.

458. Seick, Marion M. A proposed school camping program for the Des Moines public schools. (M) Drake University, 1956.

459. Seifert, Lawrence L. A suggested procedure in establishing and operating a day camp (a checklist for agencies interested in establishing and operating a day camp). (M) Chico State College, 1953.

461. Selmanoff, Patricia Kidd. Some contributions to the growth of individuals and the neighborhood as seen in a day camp setting at Elliot Park Neighborhood House, summer, 1948. (M) School of Social Work, University of Minnesota, 1949.

462. Selverstone, Arthur W. Sanitation standards for children's summer camps. (D) New York University. 1953, 444 pp. microfilm.

The purpose of the study was to make an analysis of the sanitary practices and conditions of those camps which are members of the Association of Private Camps, to compare such practices with standards of sanitation established in the course of this study, and then to construct a manual or handbook as a sanitation guide for children's summer camps.

Part I of the study deals with the general problem, the sanitary practices of the camps, the sanitary standards, and a comparison of the practices with the standards. Part II contains the manual.

Related materials were obtained from 1) literary references; 2) national camping organizations and those fields related to camping because of their concern with problems of sanitation similar to those in camping, and 3) the health and sanitation laws and regulations of the 48 states.

The camps sanitary practices were ascertained by means of a questionnaire dealing with five phases of sanitation; dishwashing and sterlization; garbage, refuse and rubbish disposal; living and sleeping quarters; food, storage and refrigeration; and water supply.

The sanitary standards were established on the basis of the camps' practices, the literature, laws and regulations, standards of national organizations, and fields related to camping, and the judgement of a panel of experts.

The manual was constructed on the basis of the camps' practices and the standards which were established in the course of this study.

463. Setser, Alvie. Organized group camping under public recreation auspices. (M) Ohio State University. 1950.

464. Shanahan, Minette Kathryn. Camping provisions for diabetic children in the United States. (M) University of California, Berkeley. 1947.

465. Sharp, Lloyd B. Education and the summer camp. (D) Teachers College, Columbia University, 1930.

466. Sharpless, Joseph B. History of Penn State Outing Clubs, 1920-1959. (M) Pennsylvania State University. 1960.

467. Shaw, Carl Wallis. A survey of neighborhood opinion on recreational needs. (M) Wayne State University. 1954.

468. Shaw, Merlin J. The educational effectiveness of the traveling school camp. (D) University of California, Berkeley. 1960.

469. Shears, Mary Elizabeth. A handbook on horseback riding for the riding counselor at a summer camp. (M) Ohio State University, 1947.

470. Shea, Eugene. Some phases of summer camping which may affect the social atitudes of the boy. (M) School of Social Work, Columbia University, 1936.

471. Shelar, Eugene. A study of the use that is being made of the out-of-doors in teaching in the public schools and in the teacher training schools. (D) Cornell University. 1949.

472. Sherrer, Robert H. A guide for use in planning outdoor facilities for a public school. (M) Kansas State Teachers College, Emporia, 1956.

473. Sherwin, Hilda. A study of the effect of camping experience on the confidence, health, emotional and social adjustment of high school girls in private boarding schools. (M) Woman's College, University of North Carolina. 1953.

473a. Silver, Israel. A study to formulate a community plan for camping in the city of Cambridge, Massachusetts. M.S., School of Social Work, 1952. A&M-general.

474. Silver, Stanley. A study of desirable academic training and practice experiences recommended in training teachers for school camping. (M) University of Illinois, 1957, 78 pp. Concerned with training undergraduates.

475. Silverman, Marvin. A survey of grouping practices and criteria employed in summer camps sponsored by 10 social agencies. (M) School of Social Work, Columbia University. 1957.

Little literature exists on policies and practices of cabin grouping in summer camps. A survey of ten agencies drawing normal campers from the New York City area was made by direct interview with camp and agency staff and by review of pertinent agency material. Representativeness is not claimed for the sample, and the indirect nature of the data is acknowledged.

Written policy is uncommon, although the importance of cabin grouping is generally granted. More consideration tends to be given to cabin grouping when intake procedures are individualized and complex; otherwise cabin grouping may be mechanical. There is a range of policies and practices related to differing camp philosophies, objectives and structure rather than a core of agreement.

Assumptions about homogeneous age or school grade grouping, etc., have never been empirically tested. Recommendations include:

1. Agency review of their own grouping practices and development of written guides.
2. Development of intake and registration procedures which will facilitate the kinds of grouping the agency considers desirable by providing the necessary information.
3. Formulation of propositions about grouping for empirical validation or rejection.

476. Simon, Ernest. A guide to planning a pre-camp training program. (M) School of Social Work, Columbia University, 1956.

477. Skinner, Frances E. A method of recording the behavior of campers in settlement camps. (M) School of Social Work, University of Minnesota, 1951.

478. Skinner, Frances Erta. Study of the effect of various factors on the health, safety and adjustment of 86 girls in two summer camps during the summer of 1938. (M) University of Michigan. 1940.

479. Sklar, Rhoda. Camp Rainbow used as a specific case work service in effecting changes in family relationships. (M) School of social work, Columbia University. 1947.

480. Sleight, Ralph H. An analysis of the program for camping by the Long Beach City Schools. (M) University of Southern California. 1949.

481. Smelser, Mary Lou. A comparative study of Camp Nagawicka with reference to accepted principles of organized camping. (D) Columbia University, 1951.

482. Smith, Barbara Ruth. Pilot project for public school camping in the State of Oregon. (M) Oregon State College. 1953. 126 pp.

482a. Smith, Ernestine I. A comparative study of nature programs in agency girls' camps. (M) San Jose State College. 1956.

483. Smith, Janet H. Camp counselor leadership: the theory of camping and leadership in the United States and the counselor practices of twelve Boston youth agency camps in 1949. (M) School of Social Work, Simmons College, 1950.

484. Smith, Lenore C. An investigation of personnel practices and program organization in public school camping and outdoor education. (D) University of Southern California, 1950.

485. Smith, William. A study of the Timpanogas hike: its origin, background and development. (M) Brigham Young University. 1955.

486. Smith, William O. The formal organizational structure of the camp and conference grounds of the Presbyterian Church in the United States. (M) University of North Carolina. (in progress).

487. Soffen, Joseph. Recreational needs of children in a developing neighborhood, a study of after-school activities and requests for recreation facilities of school-age children in northwest Detroit (MacDowell) school district. (M) Wayne State University. 1952.

488. Soldwedel, Diane. Professional preparation of school camp teachers in Illinois. (M) Illinois State Normal University. 1958.

This study attempted to answer such questions as:

1. Definitions of "outdoor education" and "school camping" as used in teacher education.
2. The supply and demand for teachers in this area in Illinois.
3. Nature of the stated objectives and predominant patterns of professional courses.
4. Forces which underlay the establishment of professional courses in various institutions and length of time such courses have been in existence.
5. The background, training and experience of personnel involved in teaching these courses.
6. Future plans in Illinois institutions for courses or curricula in this field.

Findings suggest the following conclusions, based on interviews at nine colleges:

a. The supply of teachers with some preparation exceeds the demand. However, schools indicate that the demand will increase. More women than men take work in this area.
b. Courses in this area are, for the most part, offered in the junior and senior years.
c. Courses in institutions vary from one to four, seven colleges provide a practicum involving experiences with school age children. Five colleges require their health and physical education majors to participate in it.
d. In Illinois there were reported 9 men and one woman with full time responsibilities in this area, with an additional 9 men and 6 women with part-time responsibilities. Undergraduate majors of these 25 persons included 14 in physical education, 5 in elementary education, 2 each in biology and social studies, and 1 each in recreation and industrial arts. Seven of the full time persons hold doctoral degrees, with another 14 holding masters degrees, largely in physical education.

489. Spahn, Moe C. An analysis of the aims and objectives of private camping. (D) New York University, 1958.

40 camping aims and objectives garnered from literature were categorized into social, physical and health, education (learning), and emotional. Selected groups of campers, parents, camp directors and educators evaluated these aims as to importance. Relationships were drawn by use of mean ranks. Using these results, principles for the operation of private children's camps were established.

Character and social development were generally rated high; religious training and conservation of natural resources low. Campers rated emotional aims, compared with the three adult groups, quite high. Educational aims were rated higher by the educators and camp directors. The educators' views were most similar to the camper's while the camp directors' and parents' views were more similar.

489a. Spangler, Richard Burton. An evaluation of the activities of a church summer camp. (M) Ohio State University. 1958.

490. Spears, Betty. Tentative standards for the construction, equipment, and layout of the camp waterfront from the standpoint of safety. (M) Wellesley College. 1944.

491. Spector, Sol. A work camp experience from the point of view of its participants. (M) School of Social Work, Columbia University, 1954.

492. Spencer, Sue. Camp environment and experiences as used in treatment on teenage girls. (M) School of Social Work, Columbia University, 1935.

493. Spensley, Carol. Organized activities suitable for a private camp for girls. (M) University of South Dakota. 1931.

494. Sprague, Helen R. Program planning in girls' camps of northeastern U.S. (M) Wellesley College. 1950.

495. Squires, John L. Standards for school camp programs. (D) University of Utah. 1951.

496. Stack, Genevieve Carter. An evaluation of attitudinal outcomes of fifth and sixth grade students following a period of school camping. (D) University of Oklahoma. 1960, 134 pp.

Subjects used were 88 campers from Clear Lake Camp, Michigan. Attitudes were measured by an Inventory of Key Concepts, Bonney-Fessenden Sociograph, incomplete sentences, interviews, observations, selected case studies, and certain ability, achievement, and socio-economic data. Attitudes toward classmates, school, teacher, camp, self, and friends were measured.

497. Staff, Sara. Value of the summer camp to health education. (M) John B. Stetson University, 1937.

498. Steckler, Irene. Camp used as an integral part of a family agency's services. (M) School of Social Work, Columbia University, 1945.

499. Steele, Ralph H. Suggested procedures for initiating in-school camping programs in Illinois. (M) University of Illinois, 1955.

500. Steffek, Ralph Leonhardt. A study of the out-of-school expenditure of time of high school students enrolled in a suburban high school. (D) Wayne State University, 1953.

501. Stein, Thomas A. Some affective outcomes accompanying a camping experience of physically handicapped adults. (D) University of Wisconsin. (in progress).

The purpose of this study is to identify changes occurring during and following a two-week camping experience in the handicapped adult's degree of self-acceptance, pattern of interests, sociability, and to determine whether these changes are significantly different during and following the first and second consecutive summer periods of camping. This investigation is being advanced in two stages. In stage one, individuals will be selected on the basis of intellectual and educational competency, age, degree of disability, and camping experience to fit the requirements of the established investigative criteria.

Six weeks prior to camp, home visits will be made to interview each person on recreational, educational, and vocational interest-activities. A Q-sort test for self-concept and the Kuder Interest Inventory will be administered upon arrival at Camp Wawbeek (resident camp for orthopedically disabled children and adults owned and operated by Wisconsin Easter Seal Society), and again just prior to leaving camp, the Q-sort will again be administered. Subjects will be systematically observed while in camp and anecdotal records maintained to denote changes in social participation. Three to six months following camp a second home visit will be made to repeat the procedure of the first visit to determine changes in self-acceptance, interest patterns and activities.

502. Steinbrugge, Margaret. A study of teacher training programs in the field of school camping. (M) University of Washington. 1952.

502a. Stellman, Samuel Davis. The effectiveness of group planning in day camp. (M) Ohio State University. 1958.

503. Sterling, Stanley. An application of the principles of group work program planning to a summer camp setting for blind adults. (M) School of Social Work, Columbia University, 1953.

504. Stern, Walter. (see Betty Liber).

505. Sternberg, Naomi. Helping counselors in training to be responsible as individuals and as beginning workers in a group work agency camp. (M) School of Social Work, Columbia University. 1953.

506. Stewart, Helen M. A suggested outline for a camp counselor training course on the college level. (M) University of Wisconsin, 1947. 58 pp.

507. Stier, Milton J. An analysis of the operating costs of resident camps in the U. S. (D) New York University. (in progress).

508. Stollenwerck, Bessie. Richmond summer camps. (M) Richmond Professional Institute of the College of William and Mary. 1935.

509. Stonemetz, Barbara Jane. Elementary campcraft skills specifically applied to trip camping. (M) Woman's College, University of North Carolina, 1955.

510. Stoops, Gerald W. A school camp program for Dallas Consolidated Schools. (M) Drake University, 1956.

511. Stout, Ralph A. The educational effect of camp experiences. (M) Massachusetts State College, Amherst. 1939.

Parents assisted in the evaluation of the educational significance of camping in this study. 56 boys and 62 girls from 22 private camps were the subjects. When parents were asked to point out the educational effects of camping experiences for their children, the following were checked as most important: reliability, social relationships, emotional stability, and constitutional nervous stability.

Under reliability, the following changes were checked by the parents in relation to changes made by their child after a camping experience: 62 of the 118 campers showing willingness to take responsibility; 60 becoming aware of civic responsibility; 54 respecting property of others; 76 recognizing dangerous hazards; 68 participation in home duties.

With regard to social relationships, the following were checked by parents in answering the questionnaire: 89 having congenial relations with children of own age; 66 showing proper respect toward adults; 80 developing leadership ability; 83 being able to take part in conversation; 76 finding friends through new interests.

In the emotional stability factor, the following changes were checked: 88 of the 118 developed good sportsmanship; 87 developed poise; 71 reacting favorably to unsatisfactory conditions; 84 overcoming shyness; 73 appreciating nature; 72 maintaining self-control.

Parents checked the following changes with respect to constitutional nervous stability: 79 improving in self-reliance; 55 completing a task; 72 increasing range of interest; 70 entertaining self; 66 continuing interests found in camp.

512. Stout, Ronald M. An analysis of administrative processes in the regulation of camp sanitation in New York State. (D) Syracuse University, 1948.

513. Stowe, W. G. An inquiry into the qualification requirements for school camp personnel. (M) Springfield College, 1950.

513a. Strodel, Miles M. A suggested program for spiritual emphasis in the boys' summer camp. Ed.M., 1952.

514. Suba, Mary Daphne. A study of the outing club at the Texas State College for Women with implications for program planning. (M) Texas Woman's University. 1946.

515. Supton, Louis. A study of factors affecting turnover of counselor personnel in a summer camp. (M) School of Public Administration and Social Service. New York University, 1958.

516. Sweitzer, Maurine Willocks. An evaluation of certain school camping growths. (M) University of Tennessee. 1958. 141 pp.

516a. Swig, Stanley Hamilton. A study of a treatment camp for emotionally disturbed children. M.S., School of Social Work, 1950. Emotionally disturbed.

T

517. Tanner, Helen Elizabeth. Suggested procedures for the stimulation and development of an intercollegiate outing club in the southwest. (M) Texas Woman's University. 1948.

518. Tarakoff, Elizabeth Laura. The changing functions of a case worker at the Boys' Clubs of Detroit, Philadelphia Avenue branch. (M) Wayne State University, 1954.

518a. Taylor, Bryce Malcolm. Methods and materials of camp programming for boys ten-fifteen years in a YMCA resident summer camp setting. (M paper) University of British Columbia. (in progress)

519. Taylor, Sally Anne. The role of the general counselor in private and in organization girls' camps. (M) Stanford University, 1950. 64 pp.

520. Terry, C. Roy. Paddle up front. (film) (M) Springfield College. 1950.

521. Thomas, R. F. Analysis of certain significant issues in the camping movement. (M) Springfield College, 1941.

522. Thompson, Harry C. Basic guides for the establishment and development of school outdoor education in Great Neck School District. (D) Columbia University, 1956.

523. Thompson, John Compton. Administrative and supervisory problems of a children's summer camp. (M) Indiana University, 1945. 97 pp.

524. Threadgold, Giles F. Effects of a treatment camp on eight boys: a follow-up study. (M) School of Social Work, Boston University. 1955.

525. Thorleifson, George Christian. A study of the curriculum for an outdoor education program. (M) University of Washington. 1956.

526. Tigner, Marek. Preparation of classroom teachers for school camping experience. (M) University of California, Los Angeles. 1956 (UCLA Physical Education Library). Recommends combination of a workshop and guidebook for the use of classroom teachers for school camping experiences.

527. Timbres, Rebecca. Evaluations of twelve Quaker summer work camps by campers 1940—digest and summary of 144 evaluations with comparative tables. (M) School of Social Work, Columbia University, 1941.

528. Tinsley, Eleanore, Crafts in camp. (M) Purdue University, 1947.

529. Tipps, L. F. Outdoor education in the school curriculum. (M, qualifying paper) Northern Illinois University. 1957. (Does not circulate; use at University library or on Field Campus.)

530. Titus, Gwendolyn Cerney. Factors affecting resignation of volunteer group leaders from the Camp Fire Girls Organization. (M) Catholic University of America. 1954.

531. Tower, Helen H. Program planning and camper guidance in organizational camps. (M) Wellesley College, 1940.

532. Tully, Robert Warren. An evaluation of selected program techniques for Protestant camps. (D) Indiana University, 1960. Microfilm. 296 pp.

The purpose of this study was to discover desirable program techniques for conducting Protestant church resident camps. The techniques to be evaluated were secured from current literature and classified under 10 program objectives of church camping. Criteria for the evaluation of program techniques were created and then validated by the Special Committee on Camps and Conferences of the National Council of Churches. Using the objectives and common criteria, a selected jury of 15 evaluated each technique as to its desirability. The findings of this evaluation is too extensive to be included in this description of the study.

Several major conclusions are: 1) there seems to be no one best technique that can be used in all situations. 2) That the success of church camps programming tends to be found in a staff that sets an example of the proper attitude and action related to the objectives of church camping. 3) That the principles of cooperative discussion and planning and the use of the democratic method of decision making should be incorporated in the function of all groups in camp.

533. Tyler, Patricia A. Program planning aids of the Camp Fire Girls as used by volunteer leaders. (M) Catholic University of America. 1949.

U

534. Uibel, Garth. A study of mountaineering programs in western U. S. (M) Brigham Young University. 1956.

535. Unruhe, Robert R. A manual for school summer camping programs. (M) University of Southern California. 1951.

V

536. Valentine, Harry Rodney. A plan for the design and administration of a park school outdoor laboratory for Champaign, Illinois. (M) University of Illinois, 1960. 122 pp.

The problem was to develop a plan for the design and administration of an outdoor laboratory (a two-acre area) for Centennial Park, a newly purchased 120 acre park-school site being developed jointly by Champaign, Illinois, Park District and the Champaign County Unit 4 School District. Recommendations made on basis of experience survey including individuals representing the fields of park management, school administration, recreation, outdoor education, botany, landscape architecture, and soil technology.

Conclusions:

1. The specific features that should be included in the Centennial Park-School Outdoor Laboratory are sculptured topography, a quarter-acre pond incorporating a slough and a six-foot by six-foot island planted with sandbar willow, a combination sign and bulletin board located outside the entrance to the laboratory, a six foot fence on the periphery of the laboratory, a ten-foot buffer zone inside the fence maintained as a mineral-soil fire break, outdoor lighting fixtures, two outdoor classrooms, a nature trail one-half mile in length and a specific planting plan re-establishing approximately one acre as a prairie habitat and designating the other half of the outdoor laboratory as unplanted central areas.
2. The physical development of the outdoor laboratory should be started before the park-school building program gets under way. Early development would accelerate its use for instructional purposes. The sculpturing of topography should be the first step in developing an outdoor laboratory. The erection of the fence, the installment of lighting fixtures, and the planting of prairie seeds should be the subsequent steps.
3. The development of the laboratory should be accomplished over a long period of time in accordance with a master plan and subsequent evaluations and revisions of the plan. The ecological changes in the laboratory should be noted and utilized as a basis for future development.
4. The expense of developing the physical features for the Centennial Park-School Outdoor Laboratory should be divided equally between the Champaign Park Board and the Champaign County Unit 4 School Board.
5. The development of the Centennial Park-School Outdoor Laboratory should be planned to encourage student help and participation. However, student labor should not be exploited for the purposes of completing a particular job. Non-student labor and local contractors should be employed for technical work requiring special equipment and skilled labor. Adults should not develop for the children portions of the laboratory that the children can develop themselves under qualified guidance.
6. It is the responsibility of the school and park boards to appoint a director of the Centennial Park-School Outdoor Laboratory. The position should be a twelve-month appointment. The director's salary should be prorated between the park and school boards.
7. The director of the Centennial Park-School Outdoor Laboratory should be immediately responsible to the park manager and school superintendent for respective park interpretive and outdoor education programs.
8. The director should be a certified teacher with a major in the biological sciences, and have a minimum of three years of successful experience including school teaching and informal experiences in the out-of-doors conducting programs in parks, playgrounds, camps, or similar settings.
9. The director should be assisted in all policies governing the outdoor laboratory by a lay advisory committee. The advisory committee should include persons with skills, interests, and professional training in recreation and

outdoor education, teaching, soil conservation, botany, aquatic biology, wildlife management, and landscape architecture. No person should be granted advisory committee membership if his occupational affiliation is with the same organization or agency as that of another member.

10. The initial advisory committee should be composed of residents of the Champaign Park District and Champaign County Unit Four School District, nominated by the Supt. of Schools, General Park Manager, and the Director of the laboratory; these nominees should be presented to the Park Board and the School Board for approval.
11. The advisory committee should organize itself, electing a chairman and such other officers as it seems necessary. The term of office for advisory committee members should be three years; initial committee members should serve not less than two years, at such time a rotation process should be instituted so that three members leave the committee each year and are replaced by new members. The replacement of the three members who leave the committee annually and vacancies occurring during a year should be filled by nomination of the advisory committee and approval by the park and school boards.
12. In-service training pertaining to all major aspects of the laboratory, should be provided for all park, school, and recreation personnel. Workshops, institutes, and the development of laboratory literature are techniques that should be used for in-service training relative to the outdoor laboratory.
13. The continuation of the laboratory for use as an education-recreation resource is limited only by imaginative administration and creative leadership.
14. The circumvention of many problems and pitfalls with respect to all aspects of planning for the Centennial Park-School Outdoor Laboratory is dependent upon well defined policy statements.
15. This research study is a pilot project; extensive investigations have revealed that it appears to be the first plan for a park-school outdoor laboratory in the United States. The restoration of a natural habitat for an outdoor laboratory is another primordial facet of the study.
16. Future research regarding an outdoor laboratory of that designated in this study include: a) the correlation of outdoor laboratory experiences with specific grade level curricula; b) the development of a comprehensive outdoor laboratory park interpretive program; c) the development of the laboratory and the measuring of educational results; d) the development of methods for in-service training of teachers and park employees; e) the investigation of botanical, zoological and ecological studies suitable for the outdoor laboratory.

537. Van Horn, Omah Jean. Camping for the crippled child in Indiana and Illinois. (M) Ball State Teachers College, 1955, 100 pp. Summary in ACA library

Procedures in this study included a study of existing literature, determination of existing camps in Indiana and Illinois, and collecting and classifying information related to these camps. A questionnaire was used with 12 camps completing the form. Some camps were also visited. Findings:

1. In 1954 there were 3 camps for crippled children in Indiana and 9 in Illinois. Most of these were sponsored by some Society for Crippled Children. 1,308 campers were served by the two states in 1954, from a total of over 38,000 in the two states who were crippled. Of the group served, almost 31% were wheel chair cases. Types of disabilities most frequently served in order are cerebral palsy, poliomyelitis, and rheumatic fever victims.
2. The most important objectives were development of self-reliance, insight, and resourcefulness through direct experience and group living; to provide for social physical, and emotional growth; enjoyment; to take part in the same experiences as children without handicaps; learn to develop and use capabilities instead of thinking of his disabilities; to provide for the child an environment to facilitate emancipation from the family and to become better acquainted with nature, the universe, and orderliness found in these things.
3. Organization and content of program: in almost all of the camps the campers help in planning the organization of program with camp councils performing this function in 50% of the camps; program emphasis is placed on both individual and group experiences of all types; activities most successful in rank order frequency of mention—swimming and singing, campfires, story telling, devotional services, archery, dramatics, outdoor cookouts, campcraft, games; few activities that have been tried are unsuccessful; primary traditional activities indicated — swimming, campfires, singing, story telling, parties, devotional services; most camps find a need for more literature to help in the camp program.
4. Facilities: camps vary from 1 to 85 acres; lodging varies from cabins, dormitories, ranch houses, and combinations; all camps have some type of swimming facility.
5. Personnel: number of personnel varies from 6 to 40 with ave. 16; in many camps in addition to regular type staff, special personnel such as doctors, nurses, therapists, craft leaders, psychologists, and dieticians are employed. All except one camp uses the basic requirements for staff as outlined by the ACA.
6. Orientation: 7 of 12 camps have some type of pre-camp orientation for campers; all have for their staff.
7. Finances: most of the finances of the camps are provided by various crippled societies through the Easter seal drive.

Trends and recommendations are made in the study.

538. Van Orden, W. J. Study of the duties of camp counselors in Boys' camps. (M) University of Michigan. 1932.

539. Van Tassel, Elizabeth K. A study of the initial intermediate group leadership course given by the Girl Scouts of the District of Columbia. (M) Catholic University of America. 1950.

540. Vannier, Maryhelen. A manual for camp counselors. (D) New York University, 1949.

541. Veazey, D'Ella. Extending the school's function through summer camps. (M) Louisiana State University. 1941.

542. Verbeck, Robert Keith. The selection, evaluation, and training of counselors by Columbus camp directors. (M) Ohio State University. 1940.

543. Vester, Robert. Summer camp programs: its actives and educational value. (M) University of Buffalo. 1950.

543a. Vounatsos, George. A survey of problems and practices in training camp counselors: in-city preseason training. M.S., School of Social Work, 1953. Staff training.

544. Voydat, M. L. A guide on school camping for the administration. (D) Teachers College, Columbia University, 1954.

W

545. Wagar, John Alan. The carrying capacity of wild lands for recreation (D) University of Michigan. 1961. 107 pp. Microfilm. Summarized in **American Recreation Journal**, April, 1961.

Purpose: to analyze the factors which determine the carrying capacities of forests and other wild lands for recreation.

Techniques: 1) analysis of land management objectives and conflicts; 2) analysis of the effects of crowding on satisfaction of the needs which motivate recreation; 3) analysis of the durability of vegetation as affected by site factors and amount of use (using multiple-regression techniques).

Conclusions:

1. Carrying capacity depends on (a) the impact of people on the recreational environment, (b) the impact of the recreational environment on people, and (c) management procedures for modifying these reciprocal impacts.
2. Accepting limitation of use is one of several costs that can be paid for quality in wildland recreation.
3. Management procedures can often increase the carrying capacity that is consistent with quality recreation.
4. The effects of recreational use on the condition of biotic communities can be predicted.
5. Although experimental research can provide information for guidance, final decision to limit recreational use must be of an administrative nature.

546. Waldorf, Harry Eugene. An investigation of the program and the rehabilitation techniques practiced at a Boys' Intermediate Probationary Camp. (M) Drake University, 1957.

547. Walker, Margaret. A Guide for Counselor-in-training program in girls' private camps. (M) State University of Iowa. 1958.

A guide for a two-year CIT program was developed from practices recommended by directors of the Ontario Camping Association, from the literature, and from experience. Analysis of present programs in Ontario was also made.

547a. Walton, Thomas William. A study of the administrative practices used in the operation of thirty selected part-time school camp programs in Michigan. (D) Michigan State University, 1955. Microfilm. 289 pp.

The study was undertaken to: 1) determine the administrative practices used in 30 selected part-time school camps in Michigan; 2) analyze these practices in relation to current literature on camping, records and materials used in specific programs, and observation of programs; and 3) systematize and present these practices in a form which would be useful to school administrators. The administrative practices discussed were treated under the following divisions: 1) facilities, 2) personnel, 3) program, and 4) school camp-community relations. Problems common to directors of organized camps were discovered from the literature and from interviews with camp leaders. A list of these problems was developed and presented to 6 Michigan school camp leaders for additions and corrections. From this corrected list, an interview schedule was developed and tested on 3 Michigan part-time school camps. As a result of these trial interviews a further revision of the interview schedule was made.

Selection of the 30 programs used in the study was made from 79 part-time school camp programs in Michigan; this selection was made through use of a set of criteria developed by the writer. The research interview technique was used and responses were recorded directly on the interview schedule.

548. Walzer, Ethel. A study of the case work values in short-time camping programs. (M) School of Social Work, Columbia University. 1940.

549. Ward, Ruth. Camp Treetops. (M) School of Social Work, Columbia University, 1947.

550. Warner, Edna Arnold. Study of the use of the Schneider Cardiovascular Rating in indicating the physiological effect of selected athletic activities upon girls in summer camp. (M) University of Cincinnati, 1933.

551. Warner, Edna Arnold. The contribution of the case method to guidance in a summer camp. (D) University of Cincinnati. 1940.

552. Washburn, F. M. A survey of promotive techniques used by selected agencies in the field of camping. (M) Springfield College. 1952.

553. Washington, Martha. A study of policies and procedures used in the production of water pageants at selected girls' camps. (M) Woman's College, University of North Carolina. 1960.

554. Watkins, R. D. An evaluation of college camp leadership training courses. (D) University of Southern California. 1949.

555. Weaver, Glenda. The case worker looks at the Salvation Army camp service. (M) School of Social Work, Columbia University, 1947.

555a. Weaver, Howard E. State park naturalist programs—their history, present status, and recommendations for the future. (D) Cornell University, 1952.

556. Webster, Dorothy Mae. Leadership training program for counselors of girls' summer camps. (M) University of Cincinnati, 1946.

557. Wedgeworth, J. A. A suggested plan for the conduct of the Louisiana Future Farmer camp. (M) Louisiana State University. 1934.

558. Weirick, R. W. Developing an outdoor education experience for children. (M, qualifying paper) Northern Illinois University. 1957. (Does not circulate; must be used in library or on field campus.)

559. Weiss, Anna P. A study of the food intake of camp children. (M) Temple University. 1941. 158 pp.

560. Weiss, Irving. Enriching science through outdoor education—a resource guide for teaching the use of the park in the elementary schools. (D) New York University. 1961.

561. Wells, Lucy Janet. A study of boating and boating education in selected schools, colleges, and universities in the United States. (D) Michigan State University. 1957. 191 pp. Microfilm.

562. Westmoreland, Verdel. A study of methods and procedures used in grouping children in a group centered camp. (M) School of Social Work, Columbia University, 1951.

563. Wheeldon, Joy. Hawthorne Cedar Knolls Girls go to camp. (M) School of Social Work, Columbia University. 1950.

564. Whitman, Robert Lee. History of outdoor education at the Pennsylvania State University. (M) Pennsylvania State University. 1960.

565. Whitmore, Dorothy Ann. Summer camps for children and their relation to a community program of social welfare. (M) State University of Iowa, 1936.

566. Wien, Ruth J. Summer health placements. A study of eighty-two children placed by the Boston Dispensary Social Service Department in 1943. (M) School of Social Work, Simmons College. 1944.

567. Wieters, Nelson. A study of the curricula in recreation at George Williams College. (M) George Williams College, 1961.

568. Wilcox, Arthur T. Organized camping in New York State. (M) New York State College of Forestry, Syracuse. 1941.

569. Wilhelm, Betty Jane. Planning a community school camp in Jackson, Michigan. (M) University of Michigan. 1951.

570. Wilhelm, Harry. Year-round camping program for a school's system. (M) University of Buffalo. 1950.

571. William, Callard; Alfred Cross, et al. The role of the Sea Breeze Summer Camp for mothers and children in the Community Service Society's program. (M) School of Social Work, Columbia University. 1952.

572. Williams, Carole C. A study of camp counselor positions in private camps for girls. (M) University of North Carolina. 1956.

573. Williams, John D. A study of curriculum enrichment through school camping. (D) University of Tennessee. 1954.

574. Williams, John G. A survey of the camping facilities in the State of Illinois and recommendations for their use in school camping. (M) University of Illinois. 1955.

574a. Williamson, Elizabeth Larmour. The use of camp placements in the medical-Social casework treatment of the child with chronic illness or handicaps. M. S., School of Social Work, 1950. Social Work Handicapped.

575. Wilson, George T. An analysis of effective practices employed to reduce vandalism in park, recreation, and combined departments in American cities of over 50 thousand population. (D) Indiana University, 1961. microfilm. Bulletin giving pertinent aspects published by American Institute of Park Executives, Wheeling, West Virginia.

The 256 page study analyzed and rated 221 usable observations of practices considered by 126 reliable observers to have been effective in reducing vandalism to the facilities and natural areas of 90 park, recreation, and combined departments in five clasifications of 87 American cities of over 50 thousand population. An adaptation of the critical incident technique was used.

The study indicates that vandalism may be minimized by such measures as: employing principles of good design, planning, and construction; instituting preventive maintenance procedures and programs of immediate repair or replacement; involving patrons in planning; establising sound regulatory rules; conducting educational programs; patroling; carefully selecting leadership; adequate lighting; providing programs that meet constituents' needs; and working closely with community agencies. It points up the importance of apprehending vandals and obtaining restitution in terms of work or money by vandals, or by their parents in terms of money.

576. Winter, Anne J. The application of small group theory to school camping. (M) State University of Iowa. (in progress).

577. Withers, Richard Eugene. Social structure and processes in a church sponsored camp. (M) Pennsylvania State University. 1953.

577a. Wong, Herbert. The use of an integrated elementary science program and cooperative procedures of learning to teach natural science, ecological relationships and conservation. (M) San Jose State College. 1956.

578. Woodman, Helen Ridley. Camping and outdoor education for underprivileged children. (M) University of Texas. 1948.

579. Wright, Charles F. Camping for children with handicaps. (M) School of Social Work, Columbia University. 1952.

580. Wright, Eleanor. Annotated bibliography for swimming and small craft covering the period from January 1939 to December 1951. University of Maryland.

581. Wright, Hamilton. Administrative aspects of inter-group camping. (M) School of Social Work, Columbia University, 1953.

582. Wylie, James A. A program of measurement in health for Boy Scout summer camps. (M) Boston University, 1933. Reported in Research Quarterly, March 1935 supplement, pp. 156-165.

582a. Wylie, James A. Health as an objective of summer camps for boys: the method and extent to which it is developed. Ed.M., 1933.

Y

583. Yard, William E. A study of three specific areas in the administration of Canadian YMCA children's camps. (M) George Williams College, 1959. A questionnaire survey completed by 33 camps. One of the objectives of this study was to provide a "measuring stick" against which local Associations can compare their own operations. The study explores the areas of determination of constituency, involvement of leadership and fiscal practices and policies, and answers such questions as: "Who are the staff members and what are their wages?" "What are the sources of income and how is it spent?" "How are campers subsidized." "Are there priorities involved in registration?" In areas where such comparisons can be made the results have been related to commonly accepted standards of good practice. With the classification of participating camps according to size of operation, the reader is able to make comparisons.

584. Yasutake, Joseph Y. The use of biographical data in the selection of summer camp counsellors. (M) New York University. 1959.

586. Young, Jean. Procedures in beginning a program of outdoor education and school camping in the public schools. (M) Boston University. 1951.

586a. Younger, Muriel Annette. An architectural discussion of organized camping. (B of Arch. Engr.) Ohio State University, 1940.

Z

587. Zadek, Mirian Scharfman. Referral in a day camp setting. (M) School of Social Work, Columbia University. 1952.

588. Zimmerman, Jane. Camp placements in the summer of 1939: a study of fifty applications made by the social service department of the Beth Israel Hospital. (M) School of Social Work. Simmons College. 1940.

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PART II

Local Community Welfare Councils, Community Chests, and United Funds

The studies included in this section are those undertaken by local community welfare councils, community chests, united funds, and such similar groups in cities. Most of the studies are available from the respective sponsors; however, those studies indicated by a † are in the A. C. A. library and those wtih * are in the Reference Service of the United Community Funds and Councils of America. The cities are listed alphabetically. A few state organizations of this nature are also listed and are included alphabetically by the state.

The Reference Service of United Community Funds and Councils of America, Inc., 345 East 46 Street, New York 17, New York, has a rather well-developed library of research materials. Annually it publishes a listing of "Health and Welfare Research Projects in Local Communities" which includes camping. The camping studies listed for 1961 and prior are included in this section with an asterisk preceding the study number. All of the studies listed by the Reference Service in their publication are available for loan to member United Funds, Chests, and Councils, and through these members to their local boards and committees. Loan and research service is not available to non-members. **Contact your local group** for the publication and research studies; work with and through them.

AKRON, Ohio. United Community Council of Summit County. North Prospect at Perkins, Akron 9, Ohio.

600. Report on Camping Services, Summit County, Ohio. Statistical summary of camping activity for 1950 (January 1951). Copies on loan.

601. A study of the proposed East Akron Community House day camp expansion. (December 1961). While the study is focused upon the expansion plans of one agency, it does include information on community resources for day camping and a four-year pattern of activity. Copies available at no cost.

602. The Role of the YWCA as a camping resource. (April, 1962).

ALBANY, New York. Council of Community Services of the Albany Area, Inc. 545 Broadway, Albany 7, New York.

603. A survey of the camping program of the private youth-serving agencies of Albany, New York, 1949.

ATLANTA, Georgia. Community Council of the Atlanta Area, Inc. 627 Candler Building, Atlanta 3, Georgia.

* 604. A summary report of the committee to study uniform camp budgeting. March 20, 1956. 2 p.

AUBURN, New York. Cayuga County Citizens Council.

* 605. Big Brothers Fund, campership policy and procedure. May 31, 1961.

BALTIMORE, Maryland. Health and Welfare Council, Room 308, 22 Light Street, Baltimore, Maryland.

* 606. Report to the Mayor on Camp Francis Wood. March 21, 1960.

† 607. Study of camp needs and non-profit camp facilities, September, 1938.

* 608. A study of the Children's Fresh Air Society (of Baltimore). 1957. Non-confidential sections available from Health and Welfare Council.

This study developed out of a request by the Fresh Air Society that recommendations be made regarding its future program, including the need in this area for year-round camping. With respect to the latter question, questionnaires were mailed to agency resident camps in cities of over 500,000 population (listing obtained with the help of the United Community Funds and Councils of America), letters were sent to camping consultants of major national bodies (YMCA, Boy Scouts, etc.) and there was a review of camping literature. Also local agencies were sent a questionnaire about their other-than-summer camp programs.

The study's findings on this question were, briefly 1) there is meager use of camping facilities on a year-round basis; 2) greatest use is made when camp is agency connected (rather than independent) and it is used primarily by teen-agers and young adults for non-summer activity; 3) increasing use was being made then—and probably is more so now—of camping facilities for school programs (especially fall and spring); 4) certain other kinds of programs are being considered for non-summer use; family camping; camps for emotionally disturbed; Golden Age, etc.

†*609. Camping needs of children with handicaps. 1957. Abraham Makofsky, investigator.

This study was developed in order to answer the following questions: 1) to what extent are children with handicaps participating in camping programs serving the Greater Baltimore area? 2) Are the requests of handicapped children for camping service being met? 3) What are the unmet needs for these children and what steps might be taken to meet these needs? The study first sought information about the dimensions of the problem in the Baltimore area, i. e. how many handicapped children lived here; then information was sought about camping resources available to serve these children. Finally the committee informed agencies which serve the handicapped about available resources and urged them to make use of facilities interested in serving the various types of handicaps. At the end of a summer's demonstration (1956) the committee sought data as to how many children were served or, if not, why they were not served. Where they were referred to camps, the latter were asked to evaluate their experience with these children.

The findings were that (a) only 585 children out of an estimated 30,000 handicapped children were served and of this total, 80% were served by agencies specifically set up for handicapped children; (b) despite the small percentage of handicapped children who wanted to go were not able to attend camp (c) health agencies (cardia, cancer, multiple sclerosis, etc.) did not know enough about the values of camping. This was also true of physicians, schools, etc.

BLOOMINGTON, Indiana. Council of Social Agencies.

† 610. Camping experiences of children in Bloomington, Indiana. 1955. Deals with camp experiences of the school children of Bloomington, Indiana, grades 4 through 12.

BOSTON, Massachusetts. United Community Services.

† 611. Summary report of a study of summer camps. 1938.

† 612. Barrett, Lewis R. Greater Boston Community Survey, February, 1949.

* 613. 1955 camp costs. 1956. 29 pp.

BUFFALO, New York. Community Welfare Council of Buffalo and Erie County, 921 Genesee Building, Buffalo 2, New York.

* 614. Let's Look at Resident Camping. A statistical report of twenty non-profit resident camps in Erie County. March, 1960., 18 pp. Available free of charge.

615. Camper data analyzed by census tract. 1962.

† 616. Recreation and group services in the Buffalo and Erie County for 1952 and 1953. November, 1953.

* 617. Let's look at ourselves: a guide for self-study: camps. Nov. 1, 1954. 36 pp.

CHARLESTON, West Virginia. Kanawha Welfare Council, Inc. 612 Virginia St., E., Charleston 30, West Virginia.

* 618. Report of Young Men's Christian Association Camp study Committee. December, 1959. 8 pp.

* 619. A Study of Camp Galahad, a camp for handicapped children. 1958.

CHICAGO, Illinois. Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago 2, Illinois.

* 620. Resident summer camping, 1959 season. May, 1960. 13 pp.

†*621. Trends in low fee and free resident summer camping: 1950-1954. 1955. 24 pp.

†*622. Resident summer camping—1958. April 10, 1959. 8 p.

* 623. Outing Association Fund scholarships, summer, 1960. December, 1960. 5 p.

* 624. Camp consultant project report; December, 1955-June, 1956. 1956. 14 p.

* 625. Report of the 18 months camp consultant project, June, 1954 through December, 1955, financed by the ACA, Chicago section; Chicago Heart Assoc.; United Cerebral Palsy Assoc. of Chicago; and Welfare Council. 1955. 19 p.

* 626. Referrals to resident summer camps 1952. January, 1953. 21 p.

†*627. 1957 resident summer camping—annual survey. Research dept. statistics, v. XXV, no. 2. Feb. 1958. p. 2-4.

CINCINNATI, Ohio. Community Health and Welfare Council. Recreation and Information Federation. Cincinnati, Ohio.

* 628. A study of camp facilities in Northern Kentucky. March, 1961. 31 pp.

†*629. A study of camp facilities of Cincinnati and Hamilton County by Reynold E. Carlson, Indiana University, Bloomington, Indiana, January, 1957. 93 p. An investigation and evaluation of the extent and trends of camping and future needs for facilities.

CLEVELAND, Ohio. Welfare Federation of Cleveland, 1001 Huron Road, Cleveland 15, Ohio.

630. A study of day camping in the Cleveland area. 1961. Edward Newman, investigator. Limited quantity, but available without charge from Research Dept.

This study was requested by the camping committee of the Welfare Federation of Cleveland. Major objectives of the study were to provide information which can be used to: 1) plan and set standards for more effective use of present sites and facilities for day camping, 2) develop standards for establishing new areas and facilities in the Cleveland Metropolitan Parks which can be used exclusively for day camping and 3) establish appropriate procedures for assigning the use of such areas.

Four principle sources were utilized to gather the necessary material for this report. A daily report card form was returned by agencies on each camping day during the summer of 1960. A detailed questionnaire was returned by each agency. Through this source the following information was gathered: 1) agencies' plans for the development of day camp programs in the next five years, 2) agencies' judgement relative to site and facility needs and 3) description of actual experiences in 1960. Camping service statistics compiled by the Research Department produced the trend data included in the study. A final source was correspondence with national, state and local standard setting agencies.

A few major findings are:

1. More agencies are serving more campers while the average duration of individual camp programs has shortened.
2. Day campers are increasing in number at a faster pace than the population age groups from which these campers are drawn.

* 631. Camping, Cleveland, 1942. April, 1953. 29 p.

* 632. Golden age camping in Cleveland, Ohio. Ninth year. 1947. 6 pp.

COLUMBUS, Ohio. United Community Council, 137 East State Street, Columbus 15, Ohio.

*†633. Camping beyond tomorrow; a survey of camps through the Camping Survey Advisory Committee of the Council, by L. B. Sharp, Outdoor Education Association. September, 1958. 136 p. $1.50. Covers resident and day camps serving Columbus and Franklin County; includes recommendations and suggestions for program, site, staff, finances, etc.

DALLAS, Texas. Council of Social Agencies.

* 634. Study of Salvation Army Fresh Air Camp. May, 1957. 7 p.

* 635. Camping in Dallas parks. 1959. 16 p.

* 636. Study of Salvation Army Fresh Air Camp. May 1955. 8 p.

DAYTON, Ohio. Community Welfare Council of the Dayton Area, 184 Salem Avenue, Dayton 6, Ohio.

* 637. Report on resident camps operated by member agencies of the Community Chest of Dayton and Montgomery County, Ohio, 1955 summer camp season. 1955. 11 p.

* 638. Camping for older people; report of two camping periods, August, 1957 and June, 1958, co-sponsored by Young Women's Christian Association and Community Welfare Council Committee on Recreation for Older People. Sept., 1958. 25 p.

DELAWARE. Welfare Council of Delaware, 11th and Washington Sts., Wilmington, Delaware.

†*639. Survey; day and resident camping in Delaware, cosponsored by the Delaware Section, ACA, and the Welfare Council of Delaware. July, 1959. 20 p.
Very limited quantity available. Without charge.

DENVER, Colorado. Metropolitan Council for Community Service, Inc., 1550 Lincoln Street, Denver 3, Colorado.

*†640. Report of a Special Study on committee on the Denver Area Youth Campership Fund. Available on loan. March, 1959. 4 p.

641. Youth Campership Program. 1958. Study done by graduate students University of Denver School of Social Work. See listing in theses section under Barber, William R., et al.

DETROIT, Michigan. United Community Services of Metropolitan Detroit.

* 642. Camp report. Part I—Resident and troop camp summary tables. May, 1956. 27 p.

* 643. Camp report: Part I—resident and troop camps. Sept. 1956. 30 pp.
Part II—day camps. Sept., 1956. 21 p.
Appendix to Part I and II. Sept. 1956., 15 p.

†*644. Memorandum, policy recommendations regarding camp operations, financing and precedures. May, 15, 1957. 3 p.

†*645. Resident camping for boys and girls. Dec. 27, 1956. 3 p.

* 646. Planning committee for services to groups. March 14, 1958. 11 p.

† 647. Age of campers by agency group, Detroit area. 1955.

GRAND RAPIDS, Michigan. Council of Social Agencies of Grand Rapids and Kent County.

* 648. Report of the study committee on Camp Blodgett. August, 1953. 13 p.

GREEN BAY, Wisconsin. Brown County Welfare Council.

† 649. A study of general characteristics, activities and attitudes of high school age youth. 1956.

GREENSBORO, North Carolina. Council of Social Agencies. Education-Recreation Division.

* 650. Camp financing; memorandum prepared by Committee on Camp financing. March 28, 1951, 7 p.

HOUSTON, Texas. Community Council. 1209½ Capitol Ave., Houston 2, Texas.

†*651. Camping Days are here again. 1959. 6 pp. Available free.

* 652. Report: Bayshore recreation home study committee. April 8, 1954. 43 p.

†*653. Summer residential camping, 1957. Houston and Harris County camps and campers. Survey report, May, 1958. 32 p.

* 654. All aboard for the 1960 camping season. 1960. 5 p.

† 655. Facts—using our camps in 1952.
also Facts issues: RIE no. 9 (6-58); vol. 2, 1952 no. 4; vol. 4, Apr. 1952 no. 2; vol. 8, May, 1956 no. 1; May, 1956 no. 1.

† 656. More Harris Countians Went to Camp last year than ever before. 1961. 4 p. Available free.

INDIANAPOLIS, Indiana. Community Service Council of Metropolitan Indianapolis, Inc. 615 North Alabama Street, Indianapolis 4, Indiana.

657. Summary of the Usage of resident camps. Annual project. Tabulation of local resident camp utilization for the purpose of spotting trends. Data limited to a comparison of "maximum camp capacity" and "total attendance." A percentage of "usage of maximum capacity" is thus obtained. Procedure followed for the eleven resident camps supported, in part, by the local United Fund.

* 658. Recreation survey; camping subcommittee report. January, 1957. 12 p. Part of a larger study, Recreation for All, 76 page report covering all aspects of recreation services available to people in the Marion County area. Contains a 4 p. summary of camping facilities—capacity, usage, etc. Total report available $1 (free to students).

* 659. Report on Settlements Camping, Inc., by review committee. November, 1956. 22 p. Not available from Indianapolis Council.

JACKSON, Mississippi. Community Services Council. Character Building and Recreation Division.

* 660. Report of the Campership Committee. October 7, 1955. 2 p.

KANSAS CITY, Missouri. Council of Social Agencies.

† 661. Camping reports of 1955, 30-A; 1956, 30-B; 1957, 30-C.

† 662. Resident camping of the Jackson County area. 1953.

* 663. Camping—1955. April 1, 1956. 21 p.

LANSING, Michigan. The Community Services Council, 615 N. Capitol Ave., Lansing 14.

†*664. Operation Big Tent, 1960. The second demonstration camping program for underprivileged boys, sponsored by the Community Services Council and the Kiwanis Clubs of East Lansing, Colonial Village, and Downtown Lansing. Study not generally available.

†*665. Area camping study, 1961. Study of camping needs in the area at present and in the future. Not generally available.

* 666. Operation Big Tent, summer, 1959. 17 p.

LONG BEACH, California. Community Welfare Council.

* 667. Proposed in-town camp headquarters site for youth agencies. July 28, 1954. 6 p.

LOS ANGELES, California. Los Angeles region Welfare Planning Council, 733½ South Hope Street, Los Angeles 17, California. Camp Bureau.

†*668. Report of Los Angeles Times Summer Camp Fund. 1957. Not available.

* 669. Report of Los Angeles Times Summer Camp Fund. 1958. 12 pp. Available.

* 670. Report of Los Angeles Times Summer Camp Fund. 1959. 11 pp. Available.

†*671. Southern California camp survey with projections for future trends in camping. 1958, 15 pp. Available.

*†672. Southern California Camp Survey with projections for future trends in camping. 1959, 16 p. Available.

† 673. Camps and campers in the Los Angeles area. 1950. Not available.

674. Planning for organized camping—a study of various phases of organized camping from the community organization point of view. Began in 1960 and to cover a two-year period.

† 675. Guides for planning for leisure-time activity. 1958.

* 676. Southern California camp survey. 1957. 13 p.

LOUISVILLE, Kentucky. Health and Welfare Council, 424 W. Jefferson St.

* 677. Summary of findings of 1952 camp participation study. 1953. 16 p.

†*678. Camp finance study, 1953-1954. 1954. 8 p.

* 679. Summer camping—1954. May, 1955. 13 p.

* 680. Camping summer, 1957. Selected operating statistics. 17 p.

LOWELL, Massachusetts. Community Council.

* 681. Report of camp study committee. May 28, 1956. 45 p.

MILWAUKEE, Wisconsin. United Community Services of Greater Milwaukee, Inc. 606 E. Wisconsin Avenue, Milwaukee 2, Wisconsin.

* 682. House of Good Shepherd request for use of camp facilities. March 3, 1955. 4 p.

* 683. Camp Placement Project operation. Annual statistical report. Reports on summer 1959; summer 1960; 1956.

MINNEAPOLIS, Minnesota. Community Health and Welfare Council of Hennepin County. 404 South Eighth Street, Minneapolis 4, Minnesota.

† 684. Resident Camping for Greater Minneapolis. 1961. Limited quantity available.
The study presents a brief analysis of the number of church and agency camps, their stated populations, number of periods and the like and estimates the number of campers. This number is compared to the total number of children in "the camping ages" (8-16) and an estimated ratio derived. No recommendations are made but a position is stated. Tables are attached which give use data on agency camps and basic data on church camps.

†*685. Camping for Whom. Parts I and II. Available without charge.
A two-part study on camping subsidized by the Community Chest was made for 1957 and 1958. These were entitled "camping for whom" part I and part II.
They include a review of the resident camp programs of nine agencies, purposes, programs, use, finances and fees. A committee of seven lay persons assisted by Council staff visited the camps, observed programs, studied budgets, fee policies and conferred with agency representatives.
"Social need" was defined and "social services" described which are designed to meet the need. Subsidy by the Chest was stated to be designed to permit agencies to provide social services to those who had a need for service coupled with economic need. The committee recommended that registration record should show the specific reason for a camper going to camp.

† 686. Committee survey of social and health work in Minneapolis—agency report—camps. 1938.

NASHVILLE, Tennessee. Council of Community Agencies.

* 687. Camps—camping, summer 1960. February, 1961. 39 p.

NEW YORK CITY, New York. Community Council of Greater New York, 345 East 45th Street, New York 17, N. Y.

† 688. Fee charging in social agency resident camps. Available $1.25.
Using a detailed mailed questionnaire addressed to all NYC social agency resident camps, this study pulled together information on fee charging poli-

cies and practices, the number of camps paying fees, the amount of weekly fees, and the proportion of the camp operating income derived from fees. Information was obtained on whether the camp was free, charged a flat fee of all campers, or graduated fee related to ability to pay. If the latter, the camps were asked to specify in detail all of the items included as income, whether or not resources were also considered and whether or not a family budget standard was used in computing the ability to pay. Each camp was asked to compute the fee it would charge three different hypothetical families of different income levels.
The study found that fees varied considerably from camp to camp and that there was little standardization in the methods used in computing the ability to pay. In some camps, fees charged were a significant proportion of camp operating income, while in others the contribution from fees were negligible. Families of similar economic circumstances were charged different fees in different camps. Some camps reduced the fee per child for families with two or three campers, while others did not. In some camps the basic fee covered such items as laundry and the handling of luggage, while in others additional charges were made for these services.

689. Salaries and Related Personnel Practices in Voluntary Social and Health Agencies in New York City, Sept. 1960. Not directly camp studies, but related material of interest to camp folk. $1.50.

690. How to Measure Ability to Pay for Social and Health Services. Not directly a camp study, but related materials. 1957. $1.25.

691. Fact Book on Youth in New York City. Not directly a camp study, but related material. 1956. $1.25.

† 692. Fact Book on Children in New York City. Not directly a camp study, but related material. 1957. $2.40.

693. Directory of summer group programs for children and youth in New York City. Annual directory. $1.50.

694. Directory of Summer camps and homes operated by social agencies in New York City. Semi-annual basis. $1.50.

NIAGARA FALLS, New York. Council of Social Agencies.
* 695. The free camp program: a wonderful summer, 1954. 4 p.

NORFOLK, Virginia. United Communities Council of Social Agencies.

* 696. Study of Girls' Camp Fund Committee, Inc. April, 1958. 5 p.

OAKLAND, California. Council of Social Planning, Oakland Area, 337-13th St., Oakland 12, Calif.

* 697. Camping—summer, 1957. Organized camping programs for children and youth of Alameda County. 14 p.

* 698. Camping for boys and girls in Alameda County, 1956; a report of organized camping programs sponsored by city recreation departments, voluntary agencies, churches. Oct. 18, 1956. 16 p.

OMAHA, Nebraska. United Community Services, 726 Kilpatrick Bldg., Omaha 2, Neb.

†*699. A study of the camps operated by Omaha's social welfare agencies. April, 1957. 83 p. Very limited supply. May obtain photostats at 9c/page.

†*700. Girl Scout Camp Study. 1959. 9 p. Small charge for copy.

† 701. City-wide Study of leisure time services—1958. Small charge for copy. Has section on camping.

702. Camp finance. (June, 1962)

PEORIA, Illinois. Community Chest and Council of Greater Peoria. 509 W. High, Peoria, Illinois.

† 703. Burns, Gerald P. Report of the study on camping in Peoria, Illinois. 1951.

PHILADELPHIA, Pennsylvania. Health and Welfare Council. Education-Recreation Division.

* 704. Report on need for and proposed development of existing troop camp of Chester County Council, Boy Scouts of America. December 19, 1956. 7 p.

* 705. Report on need for and proposed development of new troop camp by Philadelphia Council, Girl Scouts of U. S. A. Nov. 13, 1956. 12 p.

* 706. Study of need for and desirability of proposed addition to Camp Sunset Hill, a troop camp of Girl Scouts of Delaware County. Oct. 1, 1956.

* 707. Report of the Joint Committee of the Health and Welfare Council and the Eastern Pennsylvania Section, A. C. A. March 17, 1958, 4 p.

PITTSBURGH, Pennsylvania. Health and Welfare Association of Allegheny County, Bureau of Social Research, 200 Ross St., Pittsburgh 19, Pennsylvania.

†*708. Resident camp costs and fees. Paul Akana and Saul Kaplan, investigators. Mimeographed report available without charge, as long as supply lasts. On loan thereafter. 1960. 3 p.
Problem: alleged inability of some campers to pay the camp fees that are charged; and reluctance of some camps to raise fees in keeping with increased costs for fear of encountering camper resistance and drying up the camping market.
Methods: confidential survey of family income of a sample of campers' families; and survey of camp costs, fees, and policies among the camps in Allegheny County.
Findings: frequency of camping found to be much higher among high income than among low and middle income families.
Recommendation: that camps set fees to be equal to costs and that policies be developed whereby exceptions to usual charges would be made on the basis of family income and family size.

† 709. Background material on resident camp costs for use of the HWA Study Committee. 30 pp. Very limited supply. Available on loan. 1959.
The study was undertaken in an attempt to solve the problem of assisting the low income families in meeting the fees charged for camping services. The Health and Welfare Association was asked by three social agencies to: study the cost of operating resident camps; its effect on fees and subsidies; and the relation of cost, fees and subsidies to the question of enabling children from low income families to obtain camping services.
Information pertinent to the questions posed was gathered through a survey. They are analyzed and presented in tabular forms with corresponding discussions, and designed to provide the Study Committee with sufficient background to enable answering the above problems.

†*710. Resident camping, 1958; a report on the programs of 37 Allegheny County non-profit organizations. March, 1959. 18 p.

*711. Study of need for additional Boy Scout Camping in Allegheny County. June, 1958. 52 p.

* 712. Some Pennsylvania laws and regulations affecting organized camping. Study cooperative effort of the Health and Welfare Federation; the School of Law, Public health research project, University of Pittsburgh; Western Pennsylvania Section, A.C.A. 1954. 14 p.

* 713. Allegheny County resident camping in 1953. February, 1954. 7 p.

* 714. Camp costs and fees, 1953. October, 1954. 33 pp.

* 715. Our camps and our campers: a report on organization resident and day camping in Allegheny County in 1954. March, 1955. 36 p.

†*716. Two out of five are campers. April, 1953. 18 p.

PORTLAND, Oregon. United Community Services.
* 717. Camping study; preamble. 1953.

* 718. Day camp fee study committee. Feb. 5, 1957. 5 p.

* 719. Report of the camp finance study committee to the Board of Directors United Fund. March 18, 1958, 25 p.

RHODE ISLAND, Providence. Council of Community Services. Research Bureau, 100 N. Main St., Providence 3, Rhode Island.

* 720. Summer camping in Rhode Island, 1954. March, 1955. 15 p.

†*721. A decade of summer camping in Rhode Island. (1944-1953) March, 1954.

* 722. Supplement to "A decade of summer camping in Rhode Island." May 4, 1954. 6 p.

722a. Zweig, Franklin. The use of camping as an Integrated phase of the Treatment Process of Handicapped children, 1962. First ACA Research Grant Recipient. Available in ACA Research Monograph No. 1.

ROCHESTER, New York. Council of Social Agencies of Rochester and Monroe County, Inc., 70 North Water Street, Rochester 4, New York.

† 723. Swift, Arthur L., Jr. Survey of character building agencies of Rochester, New York. October, 1938.

RICHMOND, Virginia. Richmond Area Community Council.

* 724. Camp facilities study. November, 1960. 20 p.

* 725. Camp Merriewood Harrison study; report of the study committee. May, 1955. 10 p.

* 726. Campership study, 1956; report of the Study Committee. 1956. 14 p.

ST. LOUIS, Missouri. Health and Welfare Council of Metroplitan St. Louis, 417 No. 10th Street, St. Louis 1, Missouri.

†*727. Camping needs in the St. Louis area. Report. April, 1958, 25 pp.

* 728. Analysis of 1955 camp statistics, 16 non-profit camps. January, 1956. 4 p. (Social Planning Council)

ST. PAUL, Minnesota. Greater Saint Paul Community Chest and Council. 400 Wilder Building, St. Paul 2, Minnesota.

† 729. A study of camp facilities of member agencies. Conducted by Reynold E. Carlson. 1954.

SAN FRANCISCO, California. Community Chest.

* 730. Tabulation of selected items from "1956 summer resident camp report forms." January 17, 1957. 9 p.

SAN MATEO, California. Community Council of San Mateo County.

* 731. Camping in San Mateo County. May 26, 1954. 17 p.

SEATTLE, Washington. United Good Neighbors of Seattle and King County. Lowman Building, 107 Cherry, Seattle 14, Washington.

* 732. Report of area cooperation committee. April 17, 1957. 5 p.

* 733. Campership reports—1957, 3 p.; 1959, 4 p.; 1960, 5 p; 1961. († only '59-61)

* 734. Day camping costs, Seattle, Washington, 1956. July 24, 1957. 1 p.

* 735. Report of subcommittee on physical examinations, of the camp committee. April 20, 1956. 2 p.

* 736. Report on day camping. Jan. 20, 1956. 1 p.

* 737. Day camping, King County. 1953, 7 p.; 1954, 8 p.; 1955, 8 p.; 1956, 7p.; 1957-58, 10 p.; 1959, 8 p.; 1960, 8 p.; († 1960 only).

* 738. Resident camping, voluntary and public agencies, King County. 1952-3, 17 p.; 1954, 15 p.; 1955, 19 p.; 1958, 21 p.; 1959, 21 p.; 1960, 21 p.; († only 1960)

SOUTH BEND, Indiana. United Community Services of St. Joseph County. 120 S. Taylor St., South Bend, Indiana.

†*739. Saint Joseph County camp survey. Conducted by Lewis C. Reimann. 1954. 41 p.

SYRACUSE, New York. Community Chest and Council of Syracuse and Onondaga County.

* 740. Salvation Army Jefferson Park Camp study—1959. March, 1960. 39 p.

* 741. Report of committee on financing of resident and day camps, 1953-1955. 43 pp.

* 742. Statistics on resident and day camping, Syracuse, N. Y. 1955. 11 p.; 1953, 6 p.

* 743. Day camps—1953 season. December 7, 1953. 5 p.

TOLEDO, Ohio. Council of Social Agencies.

* 744. A survey of character building and group services for youth and adults in the Greater Toledo Area, conducted from Jan. 1957-June, 1958. 294 p.

* 745. Camping survey, Toledo, Ohio, 1954. 31 p.

TORONTO, Ontario, Canada. Social Planning Council. 160 Bay Street, Toronto 1.

†*746. Agency camping in Metropolitan Toronto—a study of 22 agency camps. 28 pp. 50c. 1959. Olive Zeron, investigator.

The study was designed to identify, and if possible, classify the purpose of each of the participating camps, but no provision was made for evaluating these in terms of present day needs. The purposes were:

1. To get a total picture of agency sponsored nonprofit resident camps operated by agencies serving the Metropolitan Toronto area, and
2. To provide a body of information on the practices and programs of agency-sponsored nonprofit resident camps to be used as a basis for the improvement of individual camps and for long range planning of resident camping services through the Social Planning Council.

The study was undertaken by Council staff, using a Technical Committee to serve as a resource and to assist in drawing up recommendations. The Technical Committee was composed of representatives of the participating agencies, plus other experts in the camping field. A study committee, composed of lay people representing the participating agencies, acted as a policy-making group, approving the plan of study and the final report with its recommendations. The study committee was set up as a committee of the Board of the Social Planning Council and reported to it.

A summary of the findings, includes 25 points and appears at the beginning of the report.

Thirteen recommendations are also included, some directed to the agencies and some to the Social Planning Council. Recommendations directed to the agencies are generalized, that is, they do not refer to specific agencies by name but leave it to each agency to determine which recommendations are applicable to its operation.

* 747. Summer camping in 1959. March, 1960. 12 p. Available without charge.

748. Proposed minimum day camp standards, June, 1959. 10c.

TUCSON, Arizona. Community Council.

* 749. Camp study materials and conclusions and recommendations. 1953. 14 p.

VANCOUVER, British Columbia, Canada. United Community Chest and Councils of the Greater Vancouver Area, 1625 W. Eighth Ave., Vancouver 9, B. C.

†*750. Standards for the practice of day camping, 1961. 8 p. 35c.

†*751. Report of the Committee Studying Day Camp Sites. 1958 8 p. 35c.

UTICA, New York. Greater Utica Community Chest and Planning Council.

* 752. Camping costs, 1951-52, in eleven non-profit camps operated by Utica social agencies. Report of the camp study committee. January, 1953. 14 p.

WATERLOO, Iowa. Community Services Building, P. O. Box 690, Waterloo, Iowa.

†*753. Camp survey committee report. May 17, 1960. 23 p. 50c

WORCESTER, Massachusetts. Community Chest and Council.

* 754. The Worcester evaluation study; Charles X. Sampson, study director. Report of evaluation study of resident camps and camping, June 13, 1957. 75 p.

PART III

National Organizations and Governmental Agencies

The studies in this section are listed by national organization or governmental agency, alphabetically:

American Camping Association, American Institute of Park Executives, American Recreation Society, Boy Scouts of America, Boys' Clubs of America, Camp Fire Girls, Christian Camp and Conference Association, Girl Scouts of the U. S. A., Community Research Associates, National Catholic Camping Association, National Conference on State Parks, National Council of Churches, National Council on Aging, National Federation of Settlements and Neighborhood Centers, National Jewish Welfare Board, National Park Service, National Social Welfare Assembly, National Society for Crippled Children and Adults, Resources for the Future, Regional Plan Association, State Governmental Agencies, Twentieth Century Fund, United States (federal government, other than National Park Service and U. S. Forest Service), U.S. Forest Service, Young Men's Christian Association, Young Men's Christian Association Seattle, Young Women's Christian Association.

†Studies available in A. C. A. Library

*Studies available in Reference Service of United Community Funds and Councils of America through local organizations (see explanation in Part II)

Studies may or may not be available from the organization or agency listed, except where specifically indicated.

AMERICAN CAMPING ASSOCIATION (and its Regions and Sections) (all in national ACA library)

800. Resident Camps for Children, Present Status and Future Needs. A report prepared by the ACA for the National Park Service. 1960. Printed publication available.

801. Popkin, Harry G. Study of intake procedures and policies of Southeastern Section, A.C.A. Region IV, Research Chairman. 1957.

802. McBride, Robert. Camping at the Mid-century—A census of organized camping in America. 1953. Printed publication available.

803. Some Pennsylvania laws and regulations. Western Pennsylvania Section. 1960.

804. Study of Michigan camps. Michigan Section. 1940.

805. Survey of day and resident camping in Delaware. Delaware Section and Welfare Council of Delaware. 1959. 20 pp.

806. A study of organized group camping in California. 1939. Pacific Camping Association, California State Planning Board, and California State Park Commission.

807. Cracker Barrel Surveys. Brief and limited surveys are taken through the private camp newsletter, the Cracker Barrel.

808. Frank, Elizabeth R., and Norman P. Miller. The ACA study of camp costs and operations. 1955. Reported in **Camping Magazine** entitled "Camp Costs and Operations," January, February, and March, 1954 issues; "How Camps Spend Their Money," March, 1955 issue.

AMERICAN INSTITUTE OF PARK EXECUTIVES, Oglebay Park, Wheeling, West Virginia.

809. Sinn, Donald F., and George D. Butler. The Loss of Park and Recreation Land. Management Aids Bulletin No. 9. 1961. $1. Questionnaire survey regarding encroachment on lands.

810. Hall, Norville L. Manual and survey on small lake management. Management Aids Bulletin No. 8. 1961. $1. Based on survey (questionnaire) to determine what part small lakes play in the recreation picture and what could be done to more fully utilize their potential.

811. Wilson, George T. Vandalism, How to Stop It. Management Aids Bulletin No. 7. 1961. $1. Based on doctoral dissertation.

812. Bowen, Gordon S. Picnic Facilities Survey. Management Aids Bulletin No. 5. 1961. $1. Based on questionnaire survey.

AMERICAN RECREATION SOCIETY, 1404 New York Avenue, N. W., Washington 5, D.C.

813. State and Federal Services Section. Compiled a bibliography of publications related to state and federal recreation, some of which refer or are related to camping. September, 1958. Mimeographed.

BOY SCOUTS OF AMERICA, National Council, New Brunswick, New Jersey.

† 814. A study of adolescent boys. Available National Supply Service, Boy Scouts of America, New Brunswick, New Jersey, Catalog no. 3091. $2 postpaid. 1955.

† 815. A study of boys becoming adolescents. Available National Supply Service. Catalog no. 3621, $2. 1960. Needs, interests, concerns of boys aged 11, 12, 13. Considerable data on interest in camping and camp related activities.

† 816. A study related to the summer camp attendance of Scoutmasters. Not generally available. Review in ACA library or National Council library in N. J.

817. A study of Boy Scout camping. Not generally available. Review in National Council library. 1950.

† 818. Spotlight on Camping. 1952. Not generally available. "Rehash" of 1950 study.

BOYS' CLUBS OF AMERICA, 771 First Avenue, New York 17, New York.

† 819. Needs and Interests of Boys' Club Members. 1960. 113 pp. $2.50. Available from Supply Service, Boys' Club of America, 771 First Ave, N. Y. 17, N. Y. Ascertains needs and interests of Boys' Club members through U. S. in three age groups: 14 to 18, 7 to 10, 11 to 13 years old. Considerable attention is given to leisure and recreation activities.

† 820. Manual for New Boys' Club Camps. $1.

† 821. Criteria for resident camp evaluation. $3.

† 822. Criteria for day camp evaluation. $3.

† 823. Indian lore. $2.

CAMP FIRE GIRLS, Inc. 65 Worth Street, New York, N. Y.

CHRISTIAN CAMP AND CONFERENCE ASSOCIATION, 14312 Runnymede Street, Van Nuys, Calif.

824. Camping survey. 1961. Conducted jointly with Scripture Press. Based on 3000 randomly selected Christian leaders. Data season, campers, philosophy, fees, etc. Reported in **Camp Life**, January-February, 1962, pp. 5-et seq.

GIRL SCOUTS OF THE U. S. A., 830 Third Avenue, New York 22, New York.

825. Adolescent Girls. 1958. Nation-wide study of girls between ages 11 and 18. Conducted by the Survey Research Center, Institute for Social Research, University of Michigan. No longer available. May be available in local Scout councils and some libraries.

† 826. Service to the Handicapped Project. 1961. More a project than research, but does report how 21 girls went to 7 different Easter Seal camps, after training, where they worked with disabled children and adults.

COMMUNITY RESEARCH ASSOCIATES, INC. 124 East 40th Street, New York 16, N.Y.

† 827. Your camping program, October, 1949.

NATIONAL CATHOLIC CAMPING ASSOCIATION 1312 Massachusetts Ave., N. W. Washington 5, D.C.

NATIONAL CONFERENCE ON STATE PARKS, INC. 901 Union Trust Building, Washington 5, D. C.

† 828. "Suggested Criteria for Evaluating Areas Proposed for Inclusion in the State Park Systems" and "The Role of State Parks in Outdoor Education." Reprint from Planning and Civic Comment, December, 1954. 16 p. pamphlet.

† 829. Salomon, Julian. "Camping Trends in Public Areas." Paper at 18th National Conference, Norris, Tennessee, May 13, 1958.

† 830. Salomon, Julian. "Organized Camps in State Parks." Paper at 16th National Conference, Hartford, Connecticut, June 1, 1936.

NATIONAL COUNCIL OF CHURCHES, 475 Riverside Drive, New York 27, New York.

NATIONAL COUNCIL ON AGING, 49 West 45th Street, New York 36.

† 830a. Mathiasen, Geneva. Why camping for older people. Paper presented April 14, 1955 to National Social Welfare Assembly in NYC.

NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS, 226 West Forty-seventh Street, New York 36, N. Y.

† 831. Resident camping program of settlements and neighborhood centers. 1957. Available without charge. A summary of settlement camping programs.

NATIONAL JEWISH WELFARE BOARD, 145 East 32nd Street, New York 16, N. Y.

† 832. Jewish Community Camping Trends. Annual day and resident camp statistics. A rather thorough analysis. ACA library has copies for 1957, 1958, 1959.

NATIONAL PARK SERVICE, Washington 25, D. C.

833. State Parks: Areas, Acreages and Accommodations. Published quinquennially. Available National Park Service.

834. State Park Statistics. Published annually. Available National Park Service.

† 835. Daner, Victor P., survey director. Survey of group camping needs in Central Washington. 1954. Survey made by State College of Washington. No longer available from National Park Service.

† 836. Organized camping in the State of Washington. 1938. In cooperation with Washington State Planning Council.

† 837. A study of the park and recreation problem of the United States. 1941. No longer available from National Park Service.

† 838. Out of city parks and recreational areas serving cities of 50,000 and over. Report prepared by the National Recreation Association, Sept. 1957. No longer available from National Park Service.

† 839. Outdoor recreation activities and preferences of the population living in the region of the Delaware River Basin. Prepared by Audience Research, Inc., Princeton, N. J., January, 1958. No longer available from National Park Service.

† 840. The National Park Service in the field of organized camping. Park and Recreation Progress, 1947 Yearbook. No longer available from National Park Service.

† 841. Resident Camping for Children. 1960. Survey done by American Camping Association.
Of interest: Camping Facilities in Areas Administered by the National Park Service. GPO, Catalog No. I 29.2: C 15/3 15c. Also, Maps: National Park System, An Invitation: Eastern United State. GPO, Catalog No. I 29:8: Ar 3e. 20c; Western United States. GPO, Catalog No. 1 29.8: Ar 3w. 20c.

NATIONAL SOCIAL WELFARE ASSEMBLY, INC. 345 East 46 Street, New York 17, N. Y.

† 842. Salaries of key staff in resident camps. Report of study of 1958 staff salaries in girls', boys', and co-ed camps of seven national agencies: Boys' Clubs of America, Boy Scouts of America, Camp Fire Girls, Girl Scouts of U. S. A., National Jewish Welfare Board, Salvation Army, YMCA. 264 camps were included. Staff members included those employed at least 6 weeks in resident camps having at least a 6-week season. Positions surveyed: personnel of the administrative staff, program specialists, unit heads and living group counselors, food service staff, medical staff, volunteers. Mimeographed. 22 pp. 15c.

843. Policies and Practices in financing resident camps. Report of 1957 study of camps of five national agencies, covering percentage of fees, community agency allocations and sources of income in operating costs, and comparison with 1947 study findings. 11 pp. 10c. Mimeographed.

844. Day Camp Study. 1962.

NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, 2023 West Ogden Avenue, Chicago 12

RESOURCES FOR THE FUTURE, INC., 1775 Massachusetts Avenue, N. W., Washington 6, D. C.

† 845. Clawson, Marion. Statistics on outdoor recreation. 1958. 168 pp. No longer available.

846. Clawson, Marion, Burnell Held, and Charles H. Stoddard. Land for the Future. Johns Hopkins Press, Baltimore 18, Md. $8.50, 672 pp.

847. Clawson, Marion. Methods of measuring the demand for and value of outdoor recreation. 1959. Pamphlet. Single copies free. Aditional copies 50c. No. 10.
Papers of interest: (published in pamphlet form; single copies free, additional copies at cost indicated).

—The Crisis in Outdoor Recreation, Marion Clawson. Reprinted from American Forests, March and April, 1949. 25c.

—Opportunities for graduate study and research in the resources field. R. G. Gustavson. Western Resources Conference, University of Colorado, July 13, 1959. 25c.

—Our resource situation and outlook—public policy and individual responsibility. Joseph L. Fisher First Southwest Seminar in Public Responsibility, Wagoner, Oklahoma, April 3-6, 1960. 25c.

—Notes on the value of research on the wilderness part of wildland. Joseph L. Fisher. Conference on Wildland Research, Yosemite National Park, October 19, 1959. 25c.

—Welfare Aspects of Benefit-Cost Analysis. John V. Krutilla. Reprinted from Journal of Political Economy, June, 1961. 25c.

—and others. Write for further listings.

REGIONAL PLAN ASSOCIATION, 230 W. 41st St., New York 36, N. Y.

848. Siegel, Shirley A. The Law of Open Space. 72 pp. 1960. $3.50. Legal aspects of acquiring or otherwise preserving open space in the tri-state New York metropolitan region.

849. Clawson, Marion. The Dynamics of Park Demand. 1960. $3. Present and future demand for recreation and open space in the tri-state New York metropolitan region and in the nation.

850. Niering, William A. Nature in the Metropolis. 1960. $3. The natural features of an urban region and its immediate hinterland are analyzed.

851. The Race for Open Space. 1960. $4. Programs of action.

STATE GOVERNMENTAL AGENCIES

Various state agencies conduct studies related to camping and the use of the natural environment. A representative listing of agencies one should check in their own state includes Departments of Social Welfare, Departments of Education, State Planning Boards, Department of Health, Department of Natural Resources or Conservation.

TWENTIETH CENTURY FUND 41 East 70, New York, N. Y.

† 852. America's Needs and Resources. 1955. Survey by Twentieth Century Fund; compiled by J. Frederic Dewhurst and Associates.

UNITED STATES (Federal government agencies, except National Park Service and U. S. Forest Service)

853. U. S. Office of Education. School Laws and Regulations on Health Education, Physical Education, Safety Education, Driver Education, and Outdoor Education. Scheduled for completion in 1963.

† 854. Interdepartmental Committee on Children and Youth (Children's Bureau, U. S. Dept. of Health, Education, and Welfare). Programs of the Federal Government Affecting Children and Youth. 50c Supt. of Documents. A summary report of many studies being done. 1961.

855. Outdoor Recreation Resources Review Commission. "Outdoor Recreation for America." Full report to Congress on three-year study. Obtain for $2 from Supt. of Documents, U. S. Gov't. Printing Office, Washington 25, D. C.

U. S. FOREST SERVICE, Chief, Forest Recreation Research, U. S. Dept. of Agriculture, Washington 25, D. C. (Studies available from Experiment Station where done.)

† 856. A development program for the national forests, September, 1961.

† 857. Forest resource report no. 14. Timber resources for America's future.

858. Determining the specifications for special purpose photography. Robert N. Colwell and Leslie F. Marcus. Photogrammetric Engineering Vol. XXVII, No. 4, pages 618-626. Pacific Southwest Station.

859. Planning a recreation complex. E. M. Gould, Jr. American Forests, August 1961, pp. 30-35. Pacific Southwest Station.

860. How to predict which vegetated areas will stand up best under "active recreation." J. Alan Wagar. American Recreation Journal, April, 1961. Also listed under theses and dissertations. North East Station.

861. Canoe country camping—who? where? why? Marvin Taves and James Morgan, Minnesota Farm and Home Science, Vol. XVII, No. 3, May, 1960. Lake States Station.

862. Forest Recreation Research. Hubert D. Burke. New York State Conservationist, Feb.-March, 1961. N.E. Station.

863. Recreation for the Future—U. S. Forest Service Viewpoint, H. W. Camp. Proceedings, Society of American Foresters, 1960. Forest Service, Washington.

864. Recreation—A Part of Forest Land Management. Harry W. Camp. Virginia Tech Forester, Vol. XIII, 1961. Not available from U. S. Forest Service.

865. Outdoor recreation in the Upper Great Lakes area. Lake States Forest Experiment Station. Sta. Paper No. 89, August, 1961.

866. Research to preserve campground habitat. Arthur W. Magill. Pacific S. W. Station. To be available late 1962.

867. Measuring the use of national forests for recreation. Leslie F. Marcus, Ernest M. Gould, Jr., and Richard L. Bury. Tech. Paper No., 1961, Pacific S. W. Station. To be available late 1962.

NOTE: The Forest Recreation Research program is a continuing one with active research projects being carried on in the various stations throughout the United States. Write to the Chief, Forest Recreation Research for current publications on their research. Titles of some studies completed, or in progress: techniques for determining recreational use at national forest campgrounds and picnic areas, an exploratory study of visitor motivation and attitudes toward forest recreation, mapping utilization on recreation areas, a study to develop methods for measuring and predicting dispersed recreation use of forest land, soil compaction at recreation areas, effectiveness of fertilizers in maintaining and rehabilitating areas worn by recreational use, study of the impact of mass recreation on the biological and physical attributes of developed sites.

YOUNG MEN'S CHRISTIAN ASSOCIATION, National Council, 291 Broadway, New York 7, N. Y.

† 868. Annual report of camping services.
Also, the annual Year Book contains a summary of studies that have been made of various phases of YMCA program, including camping. Check each year's edition for report of studies.

869. Dome, Donald A. A cost study analysis of the day camping operations of the Boston YMCA recorded by Cabot and Hill Reservations during the summer of 1960. Boston YMCA.

870. Marblehead day camp study. Charles R. Jones. Marblehead, Mass., YMCA.

871. Turner, Eugene A., Jr. Family Recreation Centers. New England Area YMCA, 14 Somerset Street, Boston 8, Mass. 1959. Mimeographed report.

872. Shellenberger, Don. Interracial Relations in Camping. New England Area YMCA, 14 Somerset Street, Boston 8, Massachusetts.

873. Shellenberger, Don. Evaluation of the camp vespers program at Camp Classen. New England area YMCA, 14 Somerset Street, Boston 8, Mass. The purpose was to determine whether or not the camp vespers program provides a measurable medium for teaching character attitudes. Subjects for the experiment were 43 eleven or twelve year old campers who were divided into 7 cabin groups. 4 cabin groups acted as experimental group and the remaining 3 as control. One group of counselors used specific teaching goals in trying to favorably present the desirability of one utilizing his leadership skills. A second group of counselors did not use specific goals in the vespers. A situational type test was administered the subjects before and after exposure to the experience. The investigators indicate that their findings show evidence that planned vespers will accomplish the objectives of camp to a greater extent than randomly conducted vespers.

874. Brethauer, Andrew C. Parents evaluation of Camp Chingachgook, Schenectady, New York. 1959. This was a study to determine how parents of campers feel about camp program, facilities, arrangements, rates, and other matters relating to the camp. A questionnaire was sent to parents of 445 campers. Interviews with parents were also completed. Those who responded expressed satisfaction with camp program procedures. Most respondents felt the rates for camp were fair. The camp committee used findings to make decisions about the next camp season.

875. Douglass, William H. The Camping Research Data Survey. YMCA, Medford, N. J. A market research study to determine the image of camp. (in progress).

875a. Hardy, James M. (project director). Measuring Character Development in camping. Minneapolis YMCA. 1961. A continuing project.

YOUNG MEN'S CHRISTIAN ASSOCIATION, 909 Fourth Avenue, Seattle 4, Washington.

† 876. Seattle YMCA 1958 day camp study and its comparison with the 1957 study, April, 1959. 33 pp. $1.

† 877. Seattle YMCA 1959 day camp study and its comparison with the studies of two previous years. 22 pp. $1.

† 878. Seattle YMCA 1960 day camp study and its comparison with the studies of three previous years. 18 pp. $1.

† 879. Seattle YMCA day camp study. 1958. Purpose was to evaluate quality of day camp program. Study based on 400 mail-back questionnaires by parents from 8 YMCA branches. Findings indicate that main reasons for sending children to day camp were 1) to get a good experience, 2) to have recreation, 3) to participate in planned activities. On the basis of camper ratings, the following rank order: 1) outdoor trips, 2) leaders, 3) overnight trips, 4) day camp as a whole—these had ratings at the top of the scale. Other information included. 64 pp. mimeographed. $1.50.

† 880. Seattle YMCA Camp Orkila program study, April, 1959.

† 881. 1959 Camp Orkila program study and its comparison with the 1958 study. 14 pp. $1.

† 882. 1960 Camp Orkila program study and its comparison with 1959 and 1958. Studies the program in many aspects. Highest rated activities: 1) trips, 2) boat cruises and 3) chapel. 60 pp. mimeographed. $1.50.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION, National Board, 600 Lexington Ave., N. Y. 22.

883. Seiberlich, Toni. (see theses and dissertations section.)

883a. Study of Inter-group relations in teenage conferences held in Southern States. (early 1963 available).

PART IV

Studies By Individuals and Institutions

This section includes studies reported in periodicals and special studies available through institutions and agencies.

†Available in A.C.A. library

900. Aldrich, Gordon J. and O. S. MacDonald. An experimental camp for emotionally disturbed boys. **Journal of Child Psychiatry** vol. 2, sec. 3, 1952 p. 245.

For 3 summers (1947-49) the Big Brother movement of Toronto, with the sponsorship of the Lions Club of Toronto, conducted an experimental camp for emotionally disturbed school-age boys. Although its primary purpose was observational, it became apparent that the camp had therapeutic possibilities and indeed, many boys grew in emotional health because of their experience there.

As part of the selection procedure, each boy was interviewed by the agency psychologist; the interviews include the application of certain psychological tests—T. A. T. and Rorschach. It was the plan to re-test these children after their camp experience, but it proved to be impractical except in a few cases. With these, however, measurable growth in emotional health was noted.

Of the camp program, the children (age ranges from 8-15, majority 11-12), did all the things that campers do at any camp. A possible difference might be that they did more in the way that they wished and when and if they wished—it's within the limits of health and safety.

The psychologist's work in the camp setting was concerned with 3 main areas: the observation of the individual boy and the recording of the information obtained; consultation with other staff members about individual boys; and interviews with the boys themselves, both casual and arranged. Each counselor was interviewed daily about his boys by the psychologist. Counselors also had regular supervisory conferences with the camp director, and program sessions with the program director. Talks with the boys were frequent and often related to behavior crises.

Conclusions:

1. Even in a short three week period, and even with boys so maladjusted as to be unacceptable in many boys' camps, emotional growth is possible.
2. A relatively permissive setting seems to be highly effective in floating to the surface youngsters who are emotionally disturbed but who, in more controlled settings are able to conceal their disturbance.
3. On the other hand, there are also floated to the surface children whose adjustment had improved more than had been realized in the city, and who were ready for the interest of a friendly layman rather than a professional worker.
4. The exclusion of both the extremely aggressive and the extremely withdrawn child is important, both in their individual interests and in the interests of the group as a whole.
5. The presence of a trained person as an observer and recorder can lead to the construction of a meaningful personality picture of the city case worker's use during the rest of the year in a way not otherwise possible.

901. Alexander, C. S. Vitality index of campers. **Research Quarterly** vol. 10, May, 1939, p. 102-112. The purpose of this study was to analyze the data gathered during seven years at a boy's camp on factors which the author refers to as vitality indices. These factors are weight and strength indices, and accidents and ill health indices.

902. Ashcraft, Holley. An analysis of parental responses to school camping appraisal forms. 1957. Obtain from Long Beach Unified School District, Supervisor of Outdoor Education, Board of Education annex, 8th and Locust, Long Beach 13, California.

903. Ashcraft, Holley. Sixth grade pupil evaluation of the outdoor education program. 1957 (same address as above)

904. Bell, Ethel and Howard. Parent evaluation of pupil experiences in Los Angeles City School Camp program. University of California, Los Angeles, 1955. Available P. E. library.

905. Berg, Robert B. Combining group and casework treatment in a camp setting. **Social Work**, vol. 5 no. 1, January 1960, p. 56. Describes an experiment.

† 906. Bloetjes, Mary K. Trends—Dietary food cost accounting. Reprinted from **Hospital Accounting**, December, 1960. Dept. of Institution Management, New York State College of Home Economics, Cornell University, Ithaca, N. Y.

† 907. Bloetjes, Mary K. and Regina Gottlieb. Determining layout efficiency in the kitchen. Reprinted from Journal of the American Dietetic Association Vol. 34, no. 8, August, 1958. Part of NY State Research Project No. 26 "Relationship between ingredients and processes used in institutional recipes and the requirements for and placement of equipment in institutional kitchens. (same institution as 906.)

† 908. Bloetjes, Mary K. and Regina Gottlieb. Frozen factory prepared menus—Their influence on equipment, utensils, and layout needs of institution kitchens. Reprinted from Hospital Management. Abstract of M. S. Cornell University. 1956. Regina Gottlieb.

909. Boettiger, Jean Jamison and **Park Maintenance** staff. "How far behind are state park camping facilities?" October. 1959. **Park Maintenance.** 17 pp. 50c. Report of a nation-wide survey of state park practices, policies and facilities for tent and trailer campgrounds designed for family use.

910. Channing, Alice. editor. Summer camp placement for children with medical problems: a study of placements made possible by the Hood Foundation through New England hospital social service departments in summer of 1945. School of Social Work, Simmons College. 1946. 33 p. pamphlet.

911. Curtis, Henry. "A camp study" (**Research Quarterly** vol. 7, no. 2, May, 1936, pp. 102-107. Report of a study of the activities of the Ann Arbor children during the summer of 1934. It was made with aid of a group of F. E. R. A. students and covers 4 activities: camps, trips, farms, playgrounds. Questionnaire on summer activities was given out to the children of the upper grades. There are 3 types of camps represented in the report: The Scout camp, the semi-public camp, such as YMCA and YWCA camps, and the private camp.

912. Davis, O. L., Jr. The effect of a school camp experience on friendship choices. **Journal of Educational Sociology**, vol. 33, Sept.-May, 1960.

912a. Dimock, Hedley S., and Hendry, Charles E. Camping and Character. Association Press. 1929.

913. Doty, Richard S. The character dimension of camping. Association Press. 1960. Report of 10

years' work $40,000 of endowment funds—character research project at Union College and YMCA Camp Chingachgook.

† 914. Gidwitz, Betsy. Safety standards of the camp aquatics program. Special project. State University of Iowa. 1961.

Comparison of existing standards and recommendations for standards of ACA, American Red Cross; national youth agencies; national boating, swimming, and other water-related organizations; and commercial organizations related to water activities in the areas of swimming and diving, rowing, canoeing, canoe tripping, sailing, outboard motor boating, water skiing, skin diving and SCUBA diving.

915. Fine, I. V. and E. E. Werner. A series of studies by the University of Wisconsin, School of Commerce, Bureau of Business Research and Services. Available without charge. 1960.

—No. 1 Wisconsin's Share of the Chicago vacation-recreation market
—No. 2 Juvenile camps in Wisconsin
—No. 3 Camping in state parks and forests in Wisconsin
—No. 4 Private cottages in Wisconsin
—No. 5 Vacation patterns of Wisconsin residents
—No. 6 Economic significance of hunters in Wisconsin
—No. 7 The economic significance of skiing in Wisconsin
—No. 8 Wisconsin's share of the Minneapolis-St. Paul vacation-recreation market
—No. 9 Analysis of requests for vacation-recreation information
—No. 10 Economic significance of fishing in Wisconsin
—No. 11 The Wisconsin vacationer

916. Gross, Elmer A. and Henry Goodwin. "The camp counselor looks at physical therapy." **Physical Therapy Review** 36:240-244, April, 1956.

917. Gump, Paul V., Brian Sutton-Smith, Fritz Redl. Influence of camp activities on camp behavior. Sponsored by National Institute of Mental Health, Education Research Project, College of Education, Wayne University. 1953-54.

918. Gump, Paul V. and Brian Sutton-Smith. Activity setting and social interaction. **American Journal of Orthopsychiatry** October, 1955. Study sponsored by National Institute of Mental Health, U. S. Public Health Service.

919. Gump, Paul and Brian Sutton-Smith. The "It" role in children's games. **The Group** 155, 17, 3-8.

920. Gump, Paul and Phil Schoggen, Fritz Redl. Wally O'Neill at Camp and Home. Reported in Barker, Roger: Education Studies in the Stream of Behavior, Appleton-Crofts. 1962.

921. Gump, Paul and Phil Schoggen, Fritz Redl. The camp milieu and its immediate effects. **Journal of Social Issues** vol. 13, no. 1, 1957. (whole issue relates to camping.) Also reported in Sociological Abstracts.

† 921a. Halberg, Kathleen. A camp program for Emotionally Disturbed Children. (Senior Project.) State University of Iowa. 1961.

921b. Hare, Paul. A study of interaction and consensus in different sized groups. American Sociological Review 17:261-267, 1952.

922. Henke, Milo W. and Raymond G. Kuhlen. "Changes in social adjustment in a summer camp: a preliminary report." **Journal of Psychology** vol. 15, 1943, pp. 223-231.

† 923. Lindlof, Johanna M. Camp Committee for Public School Children. Adventures in Camping. 1943. The Committee K9-6B Teachers' Ass'n., 10 Park Ave. NYC 16. Report of NYC experiment.

924. **Journal of Social Issues** vol. 13, no. 1, 1957. Whole issue on "therapeutic camping for disturbed youth." Elton B. McNeil, issue editor.

925. Kolodny, Ralph L. and Virginia M. Burns. "Specialized camping for a group of disturbed adolescent girls." **Social Work** vol. 1, no. 2, April, 1956, p. 81.

925a. Kooistra, William H. The application of psychological testing procedures in the selection of camp counselors. (in progress.) Dept. of Psychology, Wayne University.

† 926. Larson, Richard B. A psychological analysis of the effect of camping upon character. A senior thesis. Department of Psychology, Bates College. 1961.

927. Lifshitz, Adele and James Sakoda. Effect of summer camp on adolescents' maturity. Journal of Child Psychiatry. Vol. 2, sec. 3, 1952. p. 257.

† 928. Longree, Karla and James C. White. Bacterial growth in food mixtures. Reprint from Milk Sanitarians Thirty-second annual report. Cornell University.

† 929. Longree, Karla and Anna R. Willman, Marie Knickrehm. Soups and main dishes for your community meals. NY State College of Home Economics Cornell Misc. Bull. 35. June, 1960.

930. Malcolm, John B. Meeting individual health needs in a YMCA boys' camp. Research quarterly. March, 1935, supplement, pp. 166-185.

931. Michigan Dept. of Public Instruction in cooperation with the Dept. of Conservation, W. K. Kellogg Foundation and Ann Arbor, Bay City, and Dearborn Public Schools. A community school-work learn camp. 1951. An experiment involving 60 high school boys who were drop outs or potential drop outs who spent a semester at Mill Lake Camp. Available Supt. of Public Instruction, Lansing 2, Michigan.

932. **The Nervous Child.** Whole issue: "Psychopathology and psychotherapy of camping" Vol. 6, no. 2, April, 1947.

933. New York City Board of Education in cooperation with Life Camps, Inc. Extending education through camping. 1948. microcard. Available in book form from Outdoor Education Association, Southern Illinois University, Carbondale, Illinois.

934. Northern Illinois University, Lorado Taft Field Campus, Oregon, Illinois.

Research resource library. The Field Campus is endeavoring to centralize books, magazine articles, films, pamphlets, etc. related to outdoor education which would be useful in research undertakings. This collection also includes reproductions of some of the early magazine articles. Library materials not on loan, but must be used on the Field Campus.

Have four outdoor education studies underway:

1) A study to determine schools of higher education in the U. S. who are now offering courses in outdoor teacher education. To be reported at National Meeting of Outdoor Education Association, Inc., summer, 1962.
2) Five year program evaluating the effectiveness of the Outdoor Teacher Education sequence as an integral part of the preparation of elementary teachers at Northern Illinois University.
3) Survey on the types of outdoor experiences that students majoring in elementary education at Northern Illinois University have had prior to the Lorado Taft Field Campus experience.
4) A follow-up study of Northern Illinois University graduates majoring in elementary education, attempting to determine the degree to which outdoor experiences are being provided as a part of the elementary school curriculum in their first semester of teaching.
5) Survey of educational experience backgrounds of persons engaged in programs of outdoor education on a full-time basis.

935. Nute, Rhoda Wadleigh. An integration study of an outdoor education program with a sixth grade curriculum. 1959. Pennsylvania State University.

Special problem available in department of education.

935a. Pepitone, A., and Kleiner, R. The effects of threat and frustration on group cohesiveness. Journal of Abnormal and Social Psychology 54:-192-199, 1957.

936. Pierce, Arthur N. The structure and function of organized camping in American society. Dartmouth College. Senior major thesis course, 1957. Available Baker Library, Dartmouth College.
This thesis in three parts: 1) function of organized juvenile summer camping in American society with respect to the persons involved: the camper, the counselor, the parent and the camp director; aims and objectives; in so far as practicable this is followed by a biological, a psychological, and a sociological approach to the subject. 2) structure of organized camping in American society, the types of camps, the campsite, facilities and equipment, the program, the camper, and the staff are all discussed. 3) evaluation of the relationship between part 1 and 2.
Four approaches were used in the study: direct interviews with counselors who were students at Dartmouth College, direct interviews with those camp directors available in the New Hampshire area, obtaining literature from agencies sponsoring camps, and a study of the few books available on the general topic.

936a. Polansky, N., Lippitt, R., and Redl, F. The use of near-sociometric data in research on group treatment processes. Sociometry 13:39-62, 1950.

937. Redl., Fritz. Psychopathologic risks of camp life. The Nervous Child, April, 1947.

† 938. Regnier, E. H. (Duke). A study of recreation education in the programs of cooperative extension service. University of Illinois and USDA. 1961. Special report. Supply limited. Copies distributed among state extension offices, agricultural college, libraries, and recreation departments of colleges and universities. Direct inquiries to E. H. Regnier, 300 Mumford Hall, Urbana, Illinois.
A summary-type study of current nature and extent of state extension recreation programs, new developments and problems, attitudes and training needs of extension workers, and point of direction for future development of recreation education Procedures: study of annual plans of work and annual reports of state extension services in federal extension service files. Conferences with selected extension staff groups, such as FES administration, regional and national meetings. Visits to selected states, associations and agencies. Findings: the rush to the out-of-doors is forcing a reluctant adult education agency into parks and plains, forests and fields, wilderness and waters. Conservation, wildlife, livestock, agronomists, land-use, family-life, forestry and many other extension specialists find themselves involved in outdoor recreation programs and recreation resource development. The extension recreationist is no longer restricted to social recreation leadership training, and promotion of the performing arts but, in addition is expected to assist in matters of community recreation administration, public recreation programming, and a resource for the recreation industry.

† 939. St. Clair, Janet. The growth, development, and present status of school camping in the United States. 1958. State University of Iowa. Special study.
General treatment of the growth and history of school camping. A special section on problems in school camping as expressed by camp directors and school administrators. Appendix identifies school camps throughout U. S. by classifying by length of camping period: four to seven days camping periods, varying time periods and undesignated time periods during the school year, forty-eight hour to four day camping periods, day camp and overnight programs, summer programs, discontinued programs (and reasons for discontinuance), reported programs which have never been in operation. Each camp listed with the school system and town, director, grades involved, length of period, and date camp began. Camps are classified in each section by states.

939a. Schafer, Jacqueline. A course of study for teaching science in outdoor education. (Graduate Problem) State University of Iowa. 1961.

939b. Schwartz, William. "Characteristics of the Group Experience in Resident Camping. "Social Work vol. 5, no. 2, 1960. p. 91-96.

939c. Sherif, M. and Sherif, Carolyn W. Groups in harmony and tension. Harper and Brothers. 1953. 316 pp.

940. Thomas, John W. "Experimental use of the summer camp as part of a remedial program for juvenile delinquents. Religious education vol. 42:211-16, July, 1947.

† 941. Washington State College, Pullman, Washington. Survey of group camping needs in Columbia Basin reclamation project. 1953.

942. Woerpel, Loren S. Characteristics of the family camper in Northern Wisconsin and the Upper Peninsula of Michigan. Michigan College of Mining and Technology. 1961. Published by Wisconsin Federation of Conservation Clubs, 411 E. Lincoln, Stevens Point, Wisconsin. Single copies free.

943. Wrightstone, Wayne. "Measurement of physical fitness at Camp "Brooklyn" Research Quarterly, March, 1935 supp. pp. 150-155. PFI administered to 50 campers.

944. Zander, Alvin. "A study of the behavior of boy campers." Research Quarterly 9:128-35, May, 1938.

945. Zweig, Franklin.

CROSS-REFERENCE TOPICAL INDEX

Note: Since this index was compiled from the titles of studies and not from a perusal of content, it should be considered only a beginning reference point. Numbers refer to the number of the study: 1-600 theses and dissertations, 600 and 700s local community welfare councils, 800s national organizations and governmental agencies, 900s studies by individuals and institutions. Where studies are of a local survey nature only, particularly in Part II and III they are not listed.

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Revised, April, 1962
Addendum #4
February 1965

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Errata

page 31, #387. delete. Springfield College Library says no record

page 38, #501. add published in Rehabilitation Literature, Vol XXIV No. 7, July 1963, pp 194-200

Addendum

PART - Theses and Dissertations

Bleeks, Virginia L. Some of the important factors which were considered in the establishment of camping programs for exceptional Children. (M) Bowling Green State University, 1964.

Clark, Leoma. An Experimental Investigation of Outdoor Education: Its Effect Upon Fifth Grade Achievement in the Skill Subjects. (M) Northern Illinois University, 1963.

Hinman, Carol J. Camp Counseling With Emphasis on the Selection of Counselors and Pre-Camp Training Sessions. College of Wooster, 1964. Copy also at ACA Headquarters

Olbricht, Owen D. Camp Effectiveness: A Statistical Analysis of an Attitudes Test Given at Camp Wyldewood During the Summer of 1955. (M) Harding Graduate School of Bible and Religion

PART III - National Organizations and Governmental Agencies

American Camping Association, "Points to Ponder," proceedings of the Family Camping Consultation, Pittsburgh, 1964

PART IV - Studies by Individuals and Institutions

Meyers, Thelma. Camping for Emotionally Disturbed Boys. Report of workshops held in April, 1960 and May, 1961.

Mussen, Paul H. Some Personality and Social Factors related to Changes in Children's Attitudes Toward Negroes. Journal of Abnormal and Social Psychology. July 1950. pp. 423-441

Note: This addendum is possible only through the contributions of the people interested in calling the attention of the Research and Studies Committee, American Camping Association, to studies. Send information to Bradford Woods, Martinsville, Indiana.

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SUPPLEMENT TO THE BIBLIOGRAPHY OF STUDIES AND RESEARCH IN CAMPING AND OUTDOOR EDUCATION

(JANUARY, 1964)

AMERICAN CAMPING ASSOCIATION, INC.
Bradford Woods Martinsville, Indiana

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1964 Supplement to the "Bibliography of Studies and Research in Camping and Outdoor Education" - Revised April, 1962

This supplement makes corrections of errors found in the 1962 edition, the additions of abstracts that have been received, and a listing of the studies that have been carried out between 1962 and Septemper of 1963.

Individuals, institutions, and organizations are encouraged to send in reports of studies underway and completed to the American Camping Association, Bradford Woods, Martinsville, Indiana, so that research undertaken may be utilized by interested persons.

Betty van der Smissen, Chairman
ACA Studies and Research Committee

ERRATA

Page 1, 2nd paragraph from bottom, right-hand column should read:

> Columbia University has contributed more than twice as many studies, 85, as its nearest rival, University of Southern California, which lists 41. Other institutions with over 20 studies each.....

Page 14, #43, should be (D) instead of (M) on study of Joel Bloom.

Page 15, 66a, Boston University should be added.

Page 18, #151, should be Virginia M., instead of C. M. Emanuelson

Page 27, 311a, Boston University should be added.

Page 31, item #387, thesis by William Ott is NOT available from Springfield College Library, Springfield, Massachusetts.

Page 42, #576, Winter, Anne, work on study discontinued.

Page 55, #945, Zweig, Franklin. Therapeutic Camping. A case study of the use of camping as an integrated phase of the Treatment Process of Emotionally and Socially handicapped children. American Camping Association Research Monograph No. 1, 1962, 14 pp, 35¢.

ABSTRACTS

#151 Emanuelson, Virginia M., Compilation of camp activities suitable for specific areas or all areas which correlate school subjects with school camping. (M) Springfield College, 1950.

The purposes of this study were to secure a compilation of activities in which the activities would be listed both as an aggregate and in separate area groups, to show the comparative success of each activity in correlating subject matter and school camping, and to show the means and methods employed in all activities considered successful by the person using them. These activities are to be used as the means and basis of a new (in educational terms) and sound method of teaching and furthering education.

50 questionnaires were sent; 25 returned, but only 10 applicable to the study.

Rank of comparative success in relation to total school program (considered by 40% or more of the directors as more successful activities).

1. conservation
2. compass line hikes
3. nature trails
4. weather
5. land explorations
6. birds
7. compass hikes
8. physical preparation for camp
9. letter writing
10. planning program
11. trees
12. plant life
13. use of knife
14. astronomy
15. sanitation
16. lake, river, marsh explorations
17. project discussion
18. erosions
19. forest explorations
20. transportation
21. sleep
22. rest
23. care of food
24. animals
25. library
26. fossils
27. small camp meals
28. representative system

Conclusions:

Some activities were not found suitable to some areas (no reasons given).

All subject fields except history were thought by 40% or more of the directors to be covered excellently by some activities but history as well as all other subjects had enough activities considered good or better by 50% or more of the directors to warrant a fair coverage of the subject in camp.

Geology and geography were the 2 fields considered most completely covered by the activities of the camp program.

- - - - - - - - - - -

#257. Johnson, J. H. An analysis of the procedures utilized in the development of an outdoor educational camping program for selected public schools in the state of Washington. (M) University of Washington, 1952.

Survey of Battle Creek Public Schools, Michigan; Cleveland Heights Public Schools, Ohio; Long Beach Public Schools, California; Saginaw County Schools, Michigan; San Diego Public Schools, California; and, Tyler Public Schools, Texas. In such survey, the investigator visited, participated as a student in their program, observed the program, procured their literature, and/or discussed outdoor education with the camp personnel.

The following curriculum features were found common to all: excellent community cooperation, direct learning experiences evident, students paid for food, schools paid transportation and instruction, worthwhileness of practical democratic group living, improved acquaintanceship of teacher and pupil, deeper appreciation of nature, enrichment of the present curriculum, and expansion of the existing curriculum. Each school had a high correlation of their outdoor camping activities with the regular classroom units of study.

The study should be of value to those schools and educators who have begun the camping program in their systems and want to improve it, as well as to those districts who desire to initiate a plan. It also indicates that grades 5-8 are most appropriate and the facilities needed. It discusses the importance of outdoor activities, whether for one week or for one day, to the education of the growing boy and girl. The study further gives a list of subject or units of work which are most adaptable to outdoor activity. It stresses the importance of public relations to the school camping program.

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#277a. Kirk, John Joseph. An Analysis of State Laws Affecting the Operation of Children's Summer Camps in the United States with a Suggested Universal Legislative Program. (D) University of Michigan, 1963.

The laws and pertinent regulations in the fifty states which are intended govern the health and safety aspects of children's summer camps were collected and analyzed. The purpose of the study was to develop a hypothetical universal legislative structure and program that could be used to regulate and control the operation of children's summer camps.

A letter was sent to the Executive Office in each state and the governor was requested to refer the request for pertinent materials to the appropriate state agency. When the data were collected, each state program was measured against the established criteria. The criteria selected were classified into the eight major categories which comprise the American Camping Association Resident Camp Standards. These are: (I) Camp Personnel; (II) Program; (III) Site and Facilities; (IV) Administration; (V) Health; (VI) Safety; (VII) Sanitation; (VIII) Transportation.

As a result of the analysis of data, a checklist was developed of the criteria with sub-headings corresponding with the types of regulations found in the various state programs. The checklist was then sent to a jury of ten camping experts and they were requested to indicate those items which they believed should be included in a state regulatory program. The data provided the basis for a suggested universal legislative program.

In addition to the suggested legislative program, the following conclusions are warranted:

1. Over thirty states provide some type of legislative program which, to some degree, provides protection for children attending summer camps.

2. In most state programs the regulations provide the most adequate protection in the areas of sanitation, site and facilities, health, safety - in that order.

3. Enabling legislation, because it is more flexible, is more desirable than direct legislation.

4. The requiring of a license or permit is a necessary feature of any successful state regulatory program.

5. The most successful means of enforcement is a required annual inspection made by the enforcing agency.

6. A camp law should: define a camp, require a license, identify the enforcing agency, provide for the promulgation of regulations, include the right to a hearing, and set the penalty for violations.

7. Standardization of state regulatory programs would be desirable and quite helpful to organizations operating camps in several states.

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#281. Knapp, H. Jean. Recommended evening programs for public school camp administrators. (M) Texas Woman's University. 1946.

Summary - conclusions and recommendations: Found it possible to integrate daily program activities into evening programs developing many types and classifications of programs through such integration. Concludes there is a definite need for a thorough integrated organization of the school program, the daily camp program and of the resulting evening program. The best way to perfect such a well rounded and integrated program is to employ the services of a central committee composed of informed school camp personnel.

The study was conducted through use of a five-page questionnaire with page one specifically on evening program and the remaining pages on objectives, curriculum design (structure) and daily program activities. The study related the evening programs of the school camp to those of summer co-ed camps because of the similar nature of the two and the difficulty of uncovering daily programs of established school camps. For this aspect a questionnaire was sent to all known (44) co-ed camps with age limits 10 to 20; 15 returned the questionnaire.

The study suggests 18 programs with the following construction: purposes - specific and general; preparation of materials; limitations; time; program outline; suggestions for use. It also classified the evening programs as: nature lore, folk lore, exhibits, sports and activities, appreciations, and creative activities.

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#342. McKnight, Martha E. Contributions and potentialities of school camping. (D) Teachers College, Columbia University, 1952.

Purposes of the study:

1. To point out the important values and potentialities of educational camping.

2. To show how camping should and can be an integral part of the total educational program.

3. To emphasize the fundamental concepts and principles and to provide a "frame of reference" which will help to make the experiences most worthwhile educationally and personally for the campers involved.

4. To offer suggestions and resource materials for teachers, administrators, and other interested persons who are considering the initiation of school camp programs.

Discusses trends in American life affecting the camping movement including the social and economic factors as well as the psychological and educational factors. Includes a section on educational concepts and principles in camping education based mainly on Thorndike's 3 laws of learning and "learning through living."

Lists areas of the classroom curriculum which relate to camping pointing out activities which may be carried on in camp in the subject areas of math, language arts and social studies. Lists 16 criteria for selection of activities.

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#378. Nute, Rhoda W. An integration study of an outdoor education program with a sixth grade curriculum. (M) Pennsylvania State University, 1959.

This study explored ways in which an outdoor education program could be integrated with the sixth grade curriculum. It was concerned with planning procedures and interests and adaptability of this age group to an outdoor education program. This latter part of the problem was concerned with the amount of interest in outdoor education and knowledge gained in conservation as compared to a younger age group on fifth grade level.

The course content of the sixth grade as outlined in the Penn. Dept. of Instruction Bulletin, 233-B was reviewed, as well as the activities that could be conducted in an outdoor education program and programs that had been conducted in other outdoor education schools.

The groups that were to attend the Pennsylvania State University Outdoor Education School in May, 1959, were visited in their classrooms and assistance was given in planning and preparation for the outdoor school. An orientation program was also conducted for the parents and teachers in an attempt to acquaint them with the objectives of the program.

During the period of pre-planning, the children were given an interest inventory test and a knowledge test in conservation to determine their interest in outdoor education and amount of knowledge in conservation. These same tests were administered during the post-integration period, one week upon the return to the classroom, to ascertain if the interest of the groups had changed and to learn if additional knowledge had been gained in conservation.

Conclusions: It was concluded that the areas of study on the sixth grade level were congruous with an integration of activities for an outdoor education program. The results of the interest inventory indicated that the two sixth grades showed a higher degree of interest and maintained this interest longer than the fifth grade which also attended the outdoor school. Common interests were found among the three groups in nature study, campcraft skills, archery, square and folk dancing. New interests were formed by the three groups and consisted of learning to shoot a bow, going on nature hikes, tree planting, and building aquariums.

Findings from the conservation test showed that the sixth grade, 6-A, learned the most in conservation; that the other sixth grade, 6-B, had the highest interest rate but did not gain as much knowledge about conservation; and that the fifth grade did not learn as much in this area as the 6-A group.

The study concludes that the assumption that the sixth grade curriculum and the 10-11 year old age group is the most adaptable to an outdoor education program can be supported.

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#399. Pepper, Nathan Hal . A study of school camping with special emphasis on program, objectives, curriculum, administration, and evaluation. (D) University of Houston. 1952.

Data were obtained through a review of publications, reports of committees and commissions, documentary materials, and observations and interviews in eleven school camps in Texas, Missouri, Michigan, Indiana, Ohio, New York, and New Jersey.

The study concludes that the areas in which school camping can contribute the most are healthful living, group living, relation to environment, purposeful work experience, and recreational living, with democratic living the area in which camping can and does make its greatest contribution.

It is further stated that direct learning experiences, with their resultant values, are the contribution camping has to offer in the education of the whole child. It is also pointed out that it is quite evident that the school curriculum and the school camp curriculum can supplement each other to the benefit of the whole child.

#564. Whitman, Robert L. History of outdoor education at the Pennsylvania State University. (M) Pennsylvania State University. 1960.

The major portion of the study dealt with the development of the types of programs made available to the children of the twelve schools that have been represented at the outdoor education program operated by the Pennsylvania State University at Stone Valley, Pennsylvania, beginning in 1956. In addition, background information and development relative to a wooded area on the University campus known as Hort Woods, a recreation area known as Beaver Dam, and other initial developments of outdoor education were presented.

PART I

THESES AND DISSERTATIONS

4a. Ambry, Edward J. An investigator of the administrative problems related to resident outdoor education programs in certain elementary and secondary schools. (D) Southern Illinois University. (In progress)

14a. Bailey, Buell M. A proposed camping program for the public elementary schools of Orleans Parish. (M) Tulane University, 1955.

17a. Baird, Robert E. The use of resource persons in outdoor education in the State of Washington, with special reference to school camps. (M) Washington State University, Pullman. 1956.

20a. Ballenger, Othello D. The factors that influence the success of school camping programs. (M) Furman University. 1958.

39a. Binion, Frances Powell (Mrs. William M. Sibley). A study of camp programs for physically handicapped children. (M) Smith College, 1950.

41b. Bliznick, Rose Marie D. A suggested pre-camp training program for counselors of a resident summer camp. (M) Southern Connecticut State College, 1963.

The essential features of the training program should allow for (1) practice in leadership under supervision; (2) devices for the observation and analysis of the staff's behavior needs, purposes and interests; (3) contact and conferences with supervisors; (4) counselors' meetings.

The major part of the time should be used for discussion of the various problems that are bound to arise.

Along with all the scheduled activities, there should be opportunity for a bit of recreation and relaxation. Observing the staff during these periods, the administration has an opportunity to formulate in their minds which of the counseling staff has the qualities which constitute a good leader.

At this time also, the counselors have a chance to review skills, to get acquainted with the administration and other staff members and to get oriented in the camp.

The pre-camp workshop allows for "setting the stage" before the arrival of the campers.

44a. Bobsin, Roberta J. A camping skills program for Abbott Junior High School girls. (M) Northern Illinois University, 1961.

51a. Brace, Harry H. A study of the adjustment and success of day campers in the downtown Seattle YMCA. (M) George Williams College, 1961.

51b. Braden, Gerard. Camping as related to total agency service: A study of the participation of the Laurel "Y" campers of 1949 and 1950 in YM and WHA during the program year of 1949-50. (M) University of Pittsburgh, 1951.

58a. Brown, Frank H. A study of camping and its educational values. (M) Appalachian State Teachers College. 1951.

62a. Bucci, Frank A. An evaluation of an interest motivated program in a summer camp. (M) Rhode Island College of Education, 1958.

62b. Bunz, Harold C. Some contributions of literature to elementary school camp curriculum. (M) State College of Iowa. 1957.

82a. Chace, E. Stanley. A survey and analysis of school camping in the United States. (M) University of Chattanooga. 1958.

86a. Christy, Jeanne. Camper and counselor participation in program development at Camp Baree, 1939. (M) University of Pittsburgh, 1940.

93a. Cockerill, Eleanor Ethel. An evaluation of a summer camp for children conducted by a psychiatric clinic. (M) Smith College. 1938. Published in Smith College Studies in Social Work, vol. 9, no. 3, March 1939, pp. 199-236.

94a. Cole, Joan C. Extending classroom education through camping. (M) Newark State College, 1955.

95a. Coleman, Esther. Contributions of camp and nursery to case work in a family agency. (M) Smith College, 1941.

113a. Crowell, Kathryn D. A study of school camping with a description of a proposed pilot study for Benard Township. (M) Newark State College. 1960.

114a. Cyphers, Vincent A. A study to determine the significant outdoor experiences for elementary teachers. (D) Colorado State College. 1961.

119a. Davis, Robert L. A survey of facilities and activities in private boys camps. (M) University of Utah. 1948.

120a. Day, Robert F. The organized summer camp for boys as an educational agency. (M) Brown University in Education and French Graduate School. 1934.

120c. DeGrand, Rose Marie. A suggested resident summer camp program for girls between the ages of twelve and fifteen. (M) Southern Connecticut State College. 1963.

The history of camping is traced through the recreational stage, the educational stage, and the social orientation stage. Among the modern trends in organized camping which are discussed are decentralization, major projects, science curricula, and methods for attracting and satisfying older campers between the ages of fourteen and seventeen.

The success of the suggested program will be influenced by existing facilities, availability of monies, quality of leadership, number of campers, and length of the season. These elements are studied in the sections dealing with the physical properties of the camp site, the responsibilities of the administration and staff, and the factors which control the program.

Actual daily, evening, rainy day, and special events programs are presented in complete detail with such features as methods of organization and administration, campers' participation in program planning, and procedures for frequency testing.

Formal and informal methods of evaluation are described. The campers, the counselors, and the administrators are directly involved in program evaluation on a daily, monthly, and seasonal basis.

This study strongly advocates the use of the democratic procedure in program planning.

131a. Devlin, Joseph Thomas. Camping as a therapeutic agent in the casework treatment of maladjusted preadolescent boys from a study of five selected cases from a family agency. (M) Boston College. 1949. 108 pp.

134a. Dolph, Corinne Kate. An interpretation of the State of Maine camping laws and the American Camping Association standards and their effect on camping in the State of Maine. (M) Smith College, 1958.

136a. Douglas, Thelma Irene. Educational values of the city-county school camping program in San Diego. (M) University of California, Los Angeles. 1952.

140a. Dunbar, Dorothea Ruth. The status of activities in camps for crippled children. (M) MacMurry College. 1947.

158a. Farberow, Norman L. Personality traits and behavior habits in effective summer camp counseling. (M) University of Pittsburgh. 1940.

171a. Freedman, A. Leonard. Planning and participation and their correlation: a study of factors which affected the planning for activities by campers and their participation in the daily program of Laurel "Y" camp, second period, 1949. (M) University of Pittsburgh. 1950.

174a. Ganter, Grace Mary. The method and content of counselor training related to interracial-intercultural aspects of camp and its use in Camp Claudine Virginia Tress, 1947. (M) University of Pittsburgh. 1948.

175a. Garrick, Edward L. Day camping in Allegheny County: descriptive study of eleven day camps in the summer of 1947. (M) University of Pittsburgh. 1948.

187a. Goettler, Earl W. The existing procedures for fee charges used in the six camps operated by community centers and settlement houses in Pittsburgh, 1950-51. (M) University of Pittsburgh. 1952.

188a. Goldman, Arthur Milton. Program building in a summer camp: A study of eleven projects that were carried on at Laurel "Y" Camp during the season of 1940. (M) University of Pittsburgh. 1941.

201a. Guggenheimer, Frederick L. The camp and the new education. (M) Teachers College, Columbia University. 1931.

202a. Gurganus, George P. Christian Camps. (M) Harding College Graduate School of Religion, 1953. 111 pps. Available in book form at $2.95 from the author, Harding College, 1000 Cherry Road, Memphis, Tennessee, or the inter-library loan.

A statement of a basic philosophy and objectives of Christian camping, a brief history of what has been and is being done in camping, guiding principles for establishing and operating Christian camps, and some examples of different types of Christian camps.

203a. Gustafson, John Alfred. A study of those extra-curricular activities which contribute to nature and conservation education in certain liberal arts colleges. (D) Cornell University. 1954.

206b. Hall, Norman. Study of full time camp administration positions in major youth serving organizations. (M) George Williams College. (In progress)

213a. Hanson, Virginia. Alabama in legend and lore. (M) Birmingham - Southern College, 1937. 124 pp.

Since the present state of Alabama contained the Creek nation, the beginning of the thesis relates to Indian legend, which could be used for camping programs.

The table of contents shows: Indian legends, Negro lore, folk songs, signs and beliefs, riddles and rhyme games, traditional ballads, traditional stories.

215a. Harrison, Gerard A. An Instrument for Evaluating Family Campgrounds. (D) Indiana University (In progress)

221b. Hazekamp, Genevieve P. A survey of school camping programs in New Jersey, summer, 1960. (M) Montclair State College. 1961.

221c. Healy, Martin J. The contributions of camp life to child development. (M) Boston College, 1953, 58 pp.

223a. Herman, Sylvia Charlotte Lerner. Camp placement as an adjunct to child guidance. (M) Smith College. 1948.

224a. Hibbs, Clyde William. An analysis of the development and use of outdoor laboratories in teaching conservation in public schools. (D) University of Michigan. 1957.

237a. Horning, John Landes. A teacher's handbook of organized hiking and overnight camping. (M) Stanford University. 1934.

245a. Hunt, Burl. An analysis of the influence of summer camp experiences in developing or changing certain behavior patterns of secondary school pupils. (D) University of Arkansas. 1960.

251a. Jenny, William Arthur. Popularity and personality in the summer camp: A study of group acceptance of the individual and concomitant behavior of boys 9-19. (D) University of Pittsburgh. 1932.

252. Jensen, Barbara E. Development of a camper attitude scale to evaluate attitudinal change toward a specific camp objective. (D) State University of Iowa. 1963. Using Likert-type scale in girls' agency camps, three age levels and two programming methods. (In progress)

253a. Jewell, Ruth Louise. An Evaluation of the Olympic College Basic Campcraft Course. (M) University of Washington. 1963. 380 pp.

The Olympic College Basic Campcraft Course consisted of a two-week, seventy-mile backpack trip through the wilderness areas of Olympic National Park. Instruction in botany, zoology, geology, meteorology, astronomy, photography, and sociology as well as instruction in camping skills and mountaineering were included in the course.

Questionnaires were sent to the 268 persons who had completed the course at least once from the time of its inception in 1951 through 1961. Seventy-eight per cent of the questionnaires were returned answered. These were tabulated by age, sex, and degree of previous experience in camping.

From an analysis of this data, the following conclusions were drawn:

1. The specific objectives of the Basic Campcraft course to increase the participants' knowledge, appreciation, understanding and enjoyment of their natural surroundings, and to help them feel more confident and at ease in the skills of camping, camp cooking, wilderness travel and mountaineering, can be realized through this type of experience.
2. The material presented and the methods of presentation can make this type of experience valuable to both males and females from eight to seventy years of age.
3. All of the subject areas studied should continue to be included in each of the Basic Campcraft courses.
4. Favorable changes in attitudes toward camping, group living, wilderness travel, conservation and outdoor education can occur from experience in a course such as this.

261a. Jones, Dorothy M. A proposed program in outdoor education. (M) Keene Teachers College. 1961.

271a. Kennicott, Arthur J. The school camping program at Palo Alto, California. (M) Fresno State College. 1951.

284a. Koch, Marjorie R. A descriptive and evaluative study of a school day camp program. (M) University of Buffalo. 1953.

311b. Logan, Evelyn S. A study of the benefits derived from the outdoor education program including a handbook for teachers. (M) San Francisco State College. 1957.

311c. Longenecker, George William. Summer campsite development: the ecological base in site selections, planning and design. (M) University of Illinois. 1962. 148 pp.

319a. McKay, Joy. A counselor training program for the established Christian summer camp. (M) Wheaton College, Illinois. 1962.

320a. Macmillan, Benton Y., Jr., School camping: a study of national practices. (M) San Francisco State College. 1953.

326a. Margulis, Jonah D. A report of the factors involved in establishing a day camp program at Transit School. (M) University of Buffalo. 1952. 59 pp.

330a. Marshall, Helen. The description and use of the spot check at Emma Kaufman Camp. (M) University of Pittsburgh. 1948.

333a. McAuliffe, Florence J. The summer camp - a contribution to education. (M) Boston College. 1934. 61 pp.

340a. McGowan, James William. The summer camp as an adjunct of the school system. (M) University of Notre Dame. 1926.

340b. McGregor, Noel P. A study of the potential of camping and outdoor education at Kansas State Teachers College, Emporia. (M) Kansas State Teachers College. Emporia. 1957.

364a. Morse, George W. A proposed plan for initiating a school camping program. (M) Keene Teachers College. 1959.

368a. Murphy, Richard Ernest. Land ownership in the wilderness areas of the U.S. National forests. (D) Clark University. 1957.

368b. Murphy, Thomas J. The summer camp's contribution to health education. (M) University of Notre Dame. 1926.

380a. Oka, Shirley Frances. Integration of camp placements for children in family case work. (M) Smith College. 1941.

380b. Olbricht, Glenn Calvin. Curriculum for Christian Camps. (M) Harding College Graduate School. 1954. 107 pp.

The purpose of this thesis was to give information and direction that would be helpful to camp directors in the many new camps that were being established by members of the Churches of Christ in structuring and evaluating a camp curriculum.

The thesis defines camp curriculum, sets up criteria for building or evaluating a camp curriculum, points out available materials pertinent to the camp curriculum, and closes with examples of curriculum building. The curriculum of Camp Wyldewood, Searcy, Arkansas, is presented.

386a. Oster, Bernard. The educational use of athletic games in summer camps. (M) Brown University. 1940.

392a. Patcher, Leonard. A manual for camping with mentally retarded children. (M) San Francisco State College. 1955.

399a. Pernell, Ruby. A description of five years of operation of Camp James Weldon Johnson with special reference to program and analysis of trends. (M) University of Pittsburgh. 1944.

399b. Perry, Marian L. (Replaces 399a in 1962 edition) The Relationship of Selected Variables to the Success of Camp Counselors. (D) University of Southern California. 1963.

This study was primarily designed to examine certain factors of personality, emotional maturity, attitudes, vocational interest, and autobiographical data to determine whether or not any significant relationship could be found between these factors and success or failure in camp counseling.

A test battery consisting of an Autobiographical Data Questionnaire, the Structured Objective Rorschach Test (SORT), a Sentence Completion Test (SCT), and the Kuder Preference Record - Vocational Form C was administered to 396 men and women camp counselors employed in twenty-one private and youth agency camps in Southern California. Supervisorial ratings served as the criterion of counselor success. Subjects were divided into eleven groups according to sex, position, and type of camp. Test scores and autobiographical data for the most and least successful subjects in each group were compared statistically. A factor analysis of the items included on the rating scale was completed.

Findings. (1) Twenty-two Questionnaire items significantly discriminated between successful and unsuccessful subjects in one or more counselor groups. Items interpreted to show the most consistent relationship with camp counselor success were previous camper or counselor experience, particularly in the camp where subject was currently employed; number of camps in which subject had counseled; length of pre-camp training; number of camp activity proficiencies and interests listed; mother unemployed. (2) Significant relationships were found between eleven SORT variables and successful performance in certain women's and agency groups. (3) A high positive relationship was found between scores on the SCT and Counselor ratings. (4) Men and women camp counselors evidenced distinctive and somewhat similar Kuder vocational interest profiles. However, the only Kuder variable which seemed to have practical potential for predicting the success of camp counselors was the "social service" scale which significantly differentiated between the most and least successful women and agency counselors. (5) The twenty-one individual items on the rating scale appeared to measure only one definable behavior dimension - a "general effectiveness" factor.

Microfilm or Xerography print from University Microfilms, Inc., 313 N. First St., Ann Arbor, Michigan. Microfilm $6.25 Xerox $22.30

2. Research Monograph No. 2, ACA, Bradford Woods, Martinsville, Indiana

3. Selecting Your Camp Counselors - booklet published by the Camp Bureau, Welfare Planning Council, Los Angeles Region, 731 S. Hope Street, Los Angeles 17, California. $1.00 plus postage.

4. Article in Camping Magazine

410a. Pyle, Florence. Outdoor education: the school camping movement. (M) Bucknell University, Lewisburgh, Pennsylvania. 1954.

416a. Reilly, John Tim. School excursions, outdoor field studies, and school camping in Wisconsin. (M) Marquette University. 1952.

424a. Roberts, Harold George. The use of camp placement made by Family Society of Allegheny County in the case work treatment of seven individuals. (M) University of Pittsburgh. 1941.

426a. Roehling, Rosalie. A survey of the outdoor education program of the Rialto School District. (M) University of Redlands. 1959.

434a. Rowland, John Howard. A sociological and social psychological analysis of a long-term summer camp. (M) University of Nebraska. 1931.

439a. Sato, Edward Hifumi. A guide for the organization and administration of an outdoor education program in a camp setting for a metropolitan public school system. (D) Indiana University. 1962. 272 pp.

444a. Schaeffer, Donald T. A technique for building a planned recreation program in a California Youth Authority forestry camp. (M) San Francisco State College. 1952.

447a. Schiffer, Jean H. A study of the referral of children to summer camps by a family agency. (M) Smith College. 1946.

454a. Scotch, C. Bernard. The summer camp as an integral part of an agency's group work services. (M) University of Pittsburgh. 1951.

462a. Sesso, Thomas J. A history of the school camping movement. (M) University of Scranton, 1954.

463a. Shabses, Joseph S. An analysis of factors in the development of individuals at Laurel "Y" Camp. (M) University of Pittsburgh. 1942.

470a. Sheffman, Bernard Mortimer. The development of interracial camping in Allegheny County. (M) University of Pittsburgh. 1946.

473a. Sigal, Esther Lencher. A referral and follow up experiment at Bay House Camp. (M) University of Pittsburgh. 1939.

473b. Sigoloff, Allen L. A survey of liability, insurance plans, costs, claims, and adequacy of insurance coverage in private camps. (M) University of Illinois. (In progress)

497a. Staples, Grace Elizabeth (Mrs. Eric B. Herdman, Jr.). The relationship of camp experience to the leisure time interests of Smith College sophomores. (M) Smith College. 1949.

499a. Steele, Ralph H. Development of a counselor application-supplement for measuring certain attitudes and characteristics of persons applying for counseling positions at camps which emphasize character development. (D) Indiana University (in progress).

502b. Stephan, Sheryl Jo. A program of outdoor education for the elementary school, grades 1-6. (M) State University of Iowa. 1963. 187 pp.

Foundation materials for the content outline were developed by surveying the fields of education, psychology, sociology, and camping. These foundation materials included the identification of the tasks of elementary children and the objectives of the elementary school in comparison to the objectives of outdoor education. The subject matter presented in the elementary school, grades 1-6, was studied through selected texts and courses of study, and specific topics within each subject area were established and related to the outdoor education program. Factors which influence the learning process and learning principles were analyzed in relationship to learning in an outdoor education setting.

Ten criteria for selecting outdoor education experiences for the program were based upon learning principles, curriculum design, and outdoor education objectives.

The content outline was organized by grouping the six grades into Grade I, Grades II and III, Grade IV, and Grades V and VI. Within each of these divisions the following organization was used: developmental tasks of the child, school objectives, subject area through which task and objectives are best met with the topic or concept presented at each grade for that subject area with experience examples.

505a. Stevens, Zada E. The devotional aspect of the Christian camp with special reference to a junior high girls' camp. (M) Wheaton College, Wheaton, Illinois. 1947.

515a. Swarthout, Kirk L. The educational values of organized camping. (M) Colgate University. 1953.

523a. Thomson, Margaret Davis. The role of the American Service Institutes Consultant on interracial problems to summer camps in Allegheny County. (M) University of Pittsburgh. 1949.

530a. Totton, Irene J. A Manual for Christian Camps. (M) Wheaton College. 1947.

530b. Tout, George S. Teachers' handbook for outdoor education. (M) Whittier College. 1957.

535a. Ullrich, George J. Contents of a curriculum in organized camping for students majoring in physical education. (M) Notre Dame. 1929.

547a. Walker, Virginia. Staff training and supervision at Chicago commons farm camp in relation to agency objectives - summer, 1948. (M) University of Pittsburgh. 1949.

561a. Wenrich, Esther M. The staffing of public elementary school camps. (D) Teachers College, Columbia University. 1955.

572a. Williams, Jean Ellen. A study of the social characteristics of the applicants accepted by the Pittsburgh Young Women's Christian Association camp Carondoroanna during the summer camping season of 1945. (M) University of Pittsburgh. 1946.

576a. Wise, Alan. Effect of a camping program on physical fitness in a selected camp. (M) New York University. (In progress)

589 Zolotow, Eleanore. Changing camp concepts: Camp Wel-met's transition from an activity centered camp to a group centered camp. (M) University of Pittsburgh. 1950.

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PART II

Local Community Welfare Councils, Community Chests and United Funds

(All astericks in Parts II and III indicate copy of these studies are in the American Camping Association Headquarters library.)

* 616a. Buffalo, N. Y. Community Welfare Council of Buffalo and Erie County, Resident Camp Study; a study of thirteen non-profit resident camps serving Erie County. June 1962. 23 pp

* 618a. Charleston, W. Virginia. Kanawha Welfare Council. Residence Camp Study. April 9, 1963.

621a. Chicago, Illinois. Camp Reinberg Association. Service Report - Fall, 1962.

633a. Columbus, Ohio. United Community Council. Capital needs study for agency camping based upon the camping survey. August 31, 1961. 33 pp.

633b. Columbus, Ohio. United Community Council. The Community Camp Story. March 25, 1962.

* 650a. Harrisburg, Pennsylvania. Tri-County Welfare Council. Resident Camping in Cumberland, Dauphin and Perry Counties, Pennsylvania. July 1962.

* 660a. Jacksonville, Florida. Community Planning Board. Camping Study. October 1962.

* 661a. Kansas City, Missouri. Regional Health and Welfare Council. Camping Report 1962: Kansas City and Wichita Areas. 1962.

* 670 Los Angeles, California. Report of Los Angeles Times Summer Camp Fund 1961-'62.

* 683a. Milwaukee, Wisconsin. United Community Services of Greater Milwaukee.
Camp Placement Project Budget for 1963 June 7, 1962 3 pp.
Camp Placement Project Operation Summer '61 to September '61 3 pp.
Camp Placement Project Operation, Summer '62 to November '62

* 687a. Nashville, Tennessee. Council of Community Agencies. Camping Statistics, Summer 1961. 1961 10 pp

733a. Seattle, Washington. United Good Neighbor Fund - Planning Division
Campership Fund Reports November 1, 1961
Campership Fund Reports November 1, 1962

750a. Vancouver, B.C., Canada. Community Chest and Councils of the Greater Vancouver Area. A report on camping for the adult physically handicapped (including camp standards). July 14, 1961. 5 pp.

* 753a. Wilmington, Delaware. United Community Fund of Northern Delaware. Study of camping programs conducted by participating agencies. April 9, 1963.

PART III

National Organizations and Governmental Agencies

* 875b. Minneapolis YMCA. Can Camping Make a Difference? A study of the impact of camping on the character development of less privileged boys. May 1963.

PART IV

Studies by Individuals and Institutions

903a. Belden, Richard. What is the value of Christian youth camps? B. A. thesis (college not cited). Investigator: 1526 N. Apt. Sadlon, Clearwater, Florida. (In progress)

909a. Brown, Julia. Relationship between certain behaviors of camp counselors and specific characteristics of camper groups in which these counselors function. (Graduate study) (In process 1963) The investigator: 456 Seminole St., Oradell, New Jersey

909b. Cady, B. C. and V. M. Fitting the camp leader to meet social hygiene problems. Journal of Social Hygiene, 1929, No. 15. 513-519 pp

912b. Dimock, Hedley S. Character education in the summer camp. Report of Camping Institute at YMCA College, April, 1930. Published by Religious Education Association, Chicago.

912c. _________. April, 1931. Published by Association Press, New York.

913a. Elliott, Richard W. School Camp Programs - scheduling, staff-camper ratios, enrollments, types of instruction. Special study in progress, 1963. Investigator: Box 376, Westfield, Massachusetts.

915a. Goering, Oswald H. The utilization of outdoor and community resources in the public schools of Germany. Northern Illinois University. (In progress during 1963-64 school year with investigator in residence in Germany).

921b. Halliday, Carol. School Camping: A Meaningful Experience. George Peabody College (Other) 1963.

The study undertaken was concerned with the extent to which visually impaired youngsters, in a certain sampling of states, have been involved in school camping experiences. Letters were sent to: schools for blind children in eleven states - California, Colorado, Florida, Massachusetts, Michigan, New York, Oregon, Pennsylvania, Washington, West Virginia, Wisconsin; State Boards of Education of these states; National and State organizations deemed informed about school camping; several local organizations and individuals known to be interested in this subject. Recipients were asked: (1) Did their program include school camp experiences involving visually impaired children; (2) Did they know of any such programs which did? The response was nearly 100% in terms of replies. Their tabulation made evident the following points:

1. In many cases the term "school camping" was not interpreted as such - but was taken to mean any camping experience shared in by school age children.

2. For the most part, those answering replied that they knew of no school camping instances, or they wrote in terms of other kinds of camping programs.

3. Those responding affirmatively were in six states and included schools for blind children, several colleges, and specific school districts.

It was concluded that - though granted the sampling of states was a limited one - there is little indication that children with visual impairments are participating in school camping experiences.

922a. Leitman, Jerry. Safety at the waterfront at an organized camp. (Graduate study) In progress, 1963. Illustrated with slides. The Investigator: 302 Huntington Ct., Madison, Wisconsin.

930a. Meyer, Frederick J. Selection and placement of summer camp placement. (Senior thesis) Nichols College. (in progress)

931a. Miller, Mrs. Beverly Breuer. Camp staff salaries. Kansas City Council of Girl Scouts, 3937 Broadway, Kansas City 11, Missouri. Underway fall 1962. (In progress)

933a. Newstetter, W. I. Wawokiye Camp. School of Applied Social Science, Western Reserve University, Cleveland, 1930.

933b. _______________, and Feldstein, Marc. Wawokiye Camp. School of Applied Social Science, Western Reserve University, Cleveland, May, 1930.

933c. _______________, Wawokiye Camp. A research project in camp work. School of Applied Social Science, Western Reserve University, Cleveland, 1930.

936b. Rademacher, E. S. "Treatment of problem children by means of a large time camp." Mental Hygiene No. 12, 1928, pp. 385-394.

938a. Rugg, Harold D. "Is rating human character practicable?" Journal of Educational Psychology. Vol. 12, 1921, pp. 425-436, 485-500 and Vol. 13, 1922, pp. 30-42, 81-93.

940a. Tuttle, Marion. A study of the present status of outdoor education through school camping in the State of Indiana. (Specialist in Education) Miami University, Ohio, 1962.

941a. Wilbert, Alexandra. Competition in private camps for girls (kinds, amounts, degrees of competitive activities offered to adolescent girls). (Senior project) Skidmore College. 1963.

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